

English Year 6

Fiji Ministry of Education

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Unit 1

Text type: Recount

Recounts tell the reader what happened. It involves the author's personal interpretation of events. Recount writing is organized by setting, events in the order they occurred and a concluding statement. It tells us how, what, where and when. The main features of recount writing are specific participants, action verbs and past tense.

Reading: Before School

Every school day Lisi gets up early because she has several jobs to do before she goes to school. First she has to do some work in the kitchen. She has to see that the kitchen is swept, she has to light the stove and boil the water, and she has to set the table for breakfast too.

Lisi usually lights the stove and puts the kettle on the fire before she does her other jobs. She first learnt to light their wood-stove when she was ten years of age. She disliked this job at the beginning because she used to take a long time to start the fire and sometimes, she had to call her mother to help her. Now she can light the stove in less than two minutes because she has been doing this for almost two years.

Mr Koresi, Lisi's father, always makes sure that there is plenty of firewood in the kitchen. He also makes sure that there are plenty of dry chips of wood and pieces of waste paper too. The chips of wood and the waste paper are used to start the fire. Lisi puts them together in a heap in the grate and sets fire to the heap with a match. As soon as the heap lights, more chips are thrown into the grate. Then the bigger pieces of firewood are added to the burning chips until the grate is half-filled with wood.

Now Lisi is ready to put the kettle on the fire. When she first started learning to boil the water in the morning, her mother warned her that she must never fill the kettle right up to the top. "If the kettle is filled up to the top," Mrs Koresi explained to Lisi, "the water will boil over when it gets hot and the stove will get wet. If this happens often, very soon there will be cracks all over the stove and we'll have to get another".

Lisi has never forgotten her mother's warning about the stove, so she is always careful when she is filling the kettle. As soon as it is filled with enough water for their tea and for washing the dishes after breakfast, she turns the tap off. Then she puts the kettle on the fire and sweeps the floor. When the floor is swept, she sets the table for breakfast. While she is putting the breakfast things on the table, she keeps her eyes on the kettle.

When the water starts boiling, she doesn't take the kettle off the fire immediately. She waits for a few seconds to make sure that the water is boiled properly. Then she takes the kettle off the fire and leaves it on another part of the stove. Now her work in the kitchen is done and she can go and get ready for school. Before she leaves the kitchen she calls her mother and Mrs Koresi comes to the kitchen to finish preparing breakfast.

While her mother is busy in the kitchen Lisi has a bath. Then she irons her school uniform. She likes to look nice and neat, so she always makes sure that her uniform is ironed properly. As soon as she has finished ironing, she puts her uniform on, combs her hair neatly and goes for breakfast.

The Koresi family nearly always has breakfast at half past seven because Mr Koresi has to catch a bus to go to work and Lisi has to leave for school at about eight o'clock. Mrs Koresi makes sure that the tea is made, the bread is cut, and everything is ready before half past seven. When the three of them have taken their seats at the table, Mr Koresi says grace and the meal begins.

Lisi doesn't feel very hungry in the morning but she has to eat because her mother won't let her go to school without having any breakfast. Lisi usually has some fruit first and then some bread or biscuits with plenty of butter and jam.

Sometimes she has an egg too, if the egg is boiled. If it is cooked any other way, she doesn't like it. As soon as breakfast is over, Mr Koresi leaves for work while Lisi gets her school bag and stands at the front door waiting for her friends, Nisha and Tima. When she sees them coming down the road on their bicycles, she says goodbye to her mother, jumps onto her bike and heads off to school.

Comprehension Skill: Sequencing

Place the following sentences in the order that it happened in the story. Write the alphabet letters A-E in the space provided.

_____ When the water starts boiling she waits a few seconds to make sure the water is boiled properly.

_____ Lisi sets the table for breakfast.

_____ Bigger pieces of firewood are added to the burning chips.

_____ Lisi jumps on her bike and is on her way to school.

_____ Lisi gathers chips of wood and waste paper into a heap.

Comprehension Check

1. How old is Lisi?
2. How many members make up her family?
3. Fill in the blanks to complete the paragraph.

Lisi places _____ and _____ in the grate of the _____. It is

placed in a _____. To begin the fire she uses a _____. As soon as it lights, she adds more _____ into the grate. The _____ pieces of _____ are added later. When the fire is burning well, she places the _____ full of _____ onto the fire.

4. Although Lisi doesn't feel very hungry, why does she have to eat?
5. How does Lisi prefer her egg cooked?
6. How do Mr Koresi and Lisi travel to their different destinations?

Word Knowledge: More about Fires

Match each word in the list to its meaning below. Write each word and meaning in your book. You may use a dictionary.

Vocabulary:

blaze spark inferno flames furnace firestorm fire conflagration

1. when flames, heat and smoke are produced
2. to burn brightly and fiercely
3. hot glowing mass of burning gas
4. a large fierce and uncontrollable fire
5. a fire that causes a great deal of damage
6. an intense fire fed by strong winds giving a rising column of hot air
7. a small piece of burning substance
8. an extremely hot place

Sentences: What is a sentence?

It is a set of words that contain

- a subject – what the sentence is about.
- a predicate – what is said about the subject.

It contains a complete thought, begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.

Examples: People need food. How are you? Look out!

Complete the sentences below and put the correct punctuation mark. Add at least 5 words.

1. I like _____
2. My dog is _____
3. What did _____
4. Who is _____
5. The boy who _____
6. Mum and dad were _____

Punctuation

Use context clues to complete a cloze exercise. Read the passage below and choose words from the list to fill in the blanks. Rewrite the whole passage into your exercise books.

Missing words:

darkened beautiful smell brightened took questioned odour walked commented watered

Yesterday evening I _____ the garden and picked some _____ flowers. I _____ them in and put them in a vase. The _____ of the flowers filled the room. Everyone _____ on the beautiful flowers when they _____ in the door. The splashes of colour _____ up the room and brought a smile to everyone's face.

Grammar: Proper Nouns

Proper nouns are special or particular names for people, things or places.

They are written with a capital letter.

- i) List down the proper nouns from the story.
- ii) Write out this paragraph into your exercise book and underline the proper nouns.

Mr Koresi is the owner of the Trader. He sailed across the Pacific Ocean on that old boat. On the 18th of August, he met and married Mrs Koresi. It was a cool Monday afternoon when their daughter Lisi was born.

More Practice

- iii) Match the proper nouns in Box A with the common nouns in Box B

Box A:

Box B:

1. Toyota	1. Book
2. Prince Caspian	2. Month
3. Suva	3. Car
4. December	4. Army
5. Captain mario	5. city

Dictionary Skills

Place the words below in alphabetical order.

- 1. grass, man, apple, best
- 2. contact, better, eager, angry
- 3. snake, pear, taxi, song
- 4. joker, spider, rustic, reward

Word Meanings: light and chips

Write 2 sentences to show the different meanings of the 2 words: light and chips.

You should 4 sentences altogether.

Spelling

Activity 1: S-H-A-R-P Word Study Procedure

1. **See the word-** Look at the word; Think about the letters that spell the word
2. **Hear the word -** Say the word; Listen to the consonant and vowel sound
3. **Adopt the word -** Close your eyes; ☑ See the word in your mind's eye; ☑ Think about how it looks and sounds
4. **Record the word -** ☑ Cover the word; ☑ Write the word
5. **Proofread the word -** Correct the word; Touch each Letter; Think about the word again

Spelling List

accept

accident

acquire

ambulance

calendar

hanger

happiness

manager

manner

passenger

rapid

strategy

satisfy

shampoo

vary

Dictionary Work

Place all the words in alphabetical order and look for the meanings of the words in your dictionary.

Sentence Work

Pick any 7 words from the spelling list and write sentences using the words in their proper context.

Word Building

Build new words e.g. accept, accepting, acceptance

1. accident, _____
2. happiness, _____
3. rapid, _____
4. strategy, _____
5. satisfy, _____

Synonyms

Match the spelling word with its synonym from the spelling list above. Write the pair of words in your book.

Synonyms

unplanned

timetable

hook

buy

joy

supervisor

method

policy

swift

differ

please

bathe

traveller

consent

Unit 2

Text type: Recount

A recount is a retelling of an event that happened. It usually involves the authors own interpretation of events.

Introduction: The introductory paragraph provides the setting. It tells us the who, what, when and how of the recount.

Sequences of events: Tells us what happened in the order it happened. It usually includes a personal interpretation of what happened.

Conclusion: Includes the concluding statement.

Examples of Recounts

- Dairies, Postcards, Letters, Journals, Autobiographies/Biographies

Reading: My Boring Week

I am eleven years old and my name is Ivy. Rakiraki, that's the name of the town I live in, a tired, old, sleepy town. This is the story of the boring week I had last week. Every day I got up, fed the chickens and then milked the cows. After that I took a quick shower, set the table for breakfast ate then left for school.

After school I walked back home and did the same thing as the previous day. I fed the chickens and milked the cows. As soon as I finished I took another shower, did my homework and went to bed.

That was my boring week. The same old thing, day in and day out. Would you enjoy such a week? I don't think so.

Recounts

The first paragraph always sets the scene. Look at the first paragraph above, and answer these questions.

1. Whom is it about? _____
2. Where did she live? _____
3. What does she like doing? _____
4. When did the events happen? _____
5. List all the verbs in the past tense. _____

Unit 3

Text type: narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader.

Narrative texts are organized according to setting, event leading to a problem and a solution.

The main features of narratives are: defined characters, descriptive language, past tense.

Reading: Making Vakalolo

Key Vocabulary: *agreed grate plantation collect heaps mixture properly squeezed delicious unwrap stir*

"What are you doing, Grandpa?" Ema asked her grandfather. "I'm grating some dalo to make some vakalolo," replied the old man.

"Oh, good! I love vakalolo," said Ema. "What kind of vakalolo are you going to make, Grandpa?"

"Dalo and cassava vakalolo," replied Ema's grandfather.

"How do you make dalo and cassava vakalolo?" asked Ema.

"Why don't you help me to make it?" asked her grandfather. "Then you can learn at the same time."

Ema agreed to help her grandfather. She asked what she could do and she was told to peel some cassava. There was a heap of cassava on the ground. Ema asked how much cassava she should peel and she was told to peel all the cassava in the heap.

When all the cassava pieces were peeled, Ema washed them carefully and put them on a clean banana leaf.

"Thank you, Ema." Grandfather said. "I'll grate the cassava now. While I'm doing that, can you go and get some coconuts for the vakalolo?"

Ema asked how many coconuts she should get and she was told to get ten coconuts. There was a small coconut plantation near Ema's home and there were a good many coconuts lying on the ground under the trees. It took Ema only a short while to collect ten coconuts. She carried them, two at a time, to her grandfather.

"Good girl, Ema," said Grandfather. "Now sit down and have a rest. While you're resting, you can watch what I'm doing."

Grandfather had already grated the dalo and cassava. The grated dalo lay in one heap and the grated cassava lay in another heap. Grandfather put the two heaps together in a big wooden bowl, and then he mixed the dalo and the cassava carefully with his hands. He turned the mixture over and over again to make sure that the dalo and cassava were well mixed. Then he wrapped the mixture up in banana leaves. He wrapped up six parcels altogether.

"Help me to carry these parcels to the lovo, Ema," said Grandfather.

The lovo was in a shed near the sea-shore. When they came to the shed, the old man looked at the red-hot stones in the lovo and he said that they were too hot. "We'll have to put some green leaves over those stones," he said. "If we don't do that, everything will be badly burnt."

When Grandfather had covered the hot stones with some green breadfruit leaves, he put three big yams and some breadfruit on the leaves. Then he placed the six parcels of mixed dalo and cassava on top of the yams and the breadfruit. After that, he covered up the lovo with breadfruit and banana leaves first, and then with a lot of sacks.

As soon as the lovo was covered up properly, Grandfather prepared the coconuts for grating. First the husks of the ten coconuts were taken off. The nuts were cut open and the coconut was grated into the big wooden bowl. After that the "lolo" was squeezed out of the grated coconut into a basin.

Grandfather had strong hands and when he finished squeezing out the lolo, the basin was almost filled up to the top.

"When can we uncover the lovo and finish making the vakalolo, Grandpa?" Ema asked.

"Soon, Ema," replied the man. "We covered it up at half past ten and it's a quarter past eleven now. In fifteen minutes the food will be cooked and we can uncover the lovo."

At half past eleven Ema helped her grandfather to take the sacks and the leaves off the lovo. The food was well cooked and it smelled delicious.

"The smell makes me feel hungry," said Ema, "but I'll wait for the vakalolo."

"Then help me to take everything out of the lovo first," her grandfather said. "Put the yams and the breadfruit in the food-basket and take the basket to the kitchen. I'll take these parcels and unwrap them."

When Ema returned from the kitchen, her grandfather had already unwrapped the six parcels. He had thrown the banana leaves away and he had put the six pieces of mixed dalo and cassava in the big wooden bowl.

"They look like flat square loaves, Grandpa," said Ema, pointing to the pieces in the bowl.

Grandfather smiled and said, "Yes, they're dalo and cassava loaves. Now I'm going to cut them up into small pieces."

Two short thick sticks were used to cut up the big pieces into little pieces. Then Ema was told to pour the lolo slowly into the bowl. While she did this, Grandfather mixed the lolo with the dalo and cassava by stirring the mixture with the two sticks.

When she had poured all the lolo into the bowl, Ema wanted to pour the sugar in too, but she was told to wait.

"I have to keep on stirring this a little longer, so that the heat from the dalo and cassava will cook the lolo properly. If the lolo is not well cooked, the vakalolo won't taste nice."

After some time, Grandfather decided that the lolo was cooked and he asked Ema to pour the sugar slowly into the bowl. "That will make it easy for me to mix the sugar properly with the vakalolo."

Ema poured a little sugar into the bowl and waited while her grandfather stirred the vakalolo. Then she poured in some more sugar.

At last Grandfather decided that the vakalolo was sweet enough. Ema was told to put the rest of the sugar away while Grandfather continued stirring the vakalolo a little longer. He wanted to make sure that there were no hard lumps of sugar left in the vakalolo.

"The vakalolo is ready, Ema," he said at last. "Call the rest of the family and tell them to come and have some."

"May I take a little vakalolo for my friend, Mele?" asked Ema. "She's sick in bed."

"Certainly," her grandfather replied. "You may take some for Mele and you may call your other friends to come and have some too. You worked very hard this morning, so you deserve a big share of the vakalolo."

Comprehension Skill: Sequencing

Sequence is the order in which things happen. Sequence Words are words that that signal sequence are: First, second.....last, finally, next, before, after, as soon as, then, soon, while

Complete the following by filling in the missing sequence words:

_____ Ema grated the cassava and washed it carefully. _____ she collected ten coconuts from their plantation and carried them to her grandfather. _____ her grandfather had mixed the grated dalo and cassava together, he wrapped the mixture up in banana leaves. Ema _____ helped him to carry the parcels to the lovo. _____ it was time to uncover the lovo. Ema helped grandfather unearth the lovo. She placed the parcels into a basket and _____ she added the yams and breadfruit from the lovo. _____ she helped carry the basket into the kitchen.

_____ her grandfather cut up the dalo and cassava loaves into little pieces, Ema placed a basin in front of him. Grandpa _____ placed the little pieces into the basin. _____ Ema poured the lolo slowly into the mix _____ her grandfather stirred the vakalolo.

_____ she poured in the sugar a little at a time until her grandfather decided that the vakalolo was sweet enough. _____ it was time to eat.

Making Connections

How does this story relate to an experience you have had doing something in sequence? In a paragraph, share your experience using sequence words.

Comprehension Check

Read each question carefully and write a complete sentence for your answer.

- Why did Ema's grandfather want her to help him make "vakalolo"?
- How many times did Ema return to the plantation to get all the ten coconuts?
- Whilst mixing, Grandfather used his hands. What should he have used?
- What time did they uncover the lovo?
- "Vakalolo" is a native delicacy. Name two other delicacies of two other ethnic groups.

Word Knowledge: More about local food

You are to classify these given local foods into groups. Write the names under headings.

Cassava, fish, breadfruit, mandarin, banana, orange, dalo, shellfish, crab, octopus, taro leaves, avocado, o pawpaw, kavika, sour sop, eggplant, coconut, pumpkin, vudi, kumala

Sentences

Make up five sentences which make sense, using the following. Write your sentences in your book.

People who waste money ...

- are selfish
- don't think carefully
- drive too fast
- can't swim
- are not honest
- play with fire
- often make a lot of mistakes.
- usually have accidents on the road.
- sometimes get burnt.
- don't always tell the truth.
- are foolish.
- shouldn't play in water.
- think only of themselves.

Punctuation: Rephrasing

Study these pairs of sentences. The sentences in each pair mean the same, but the words are different.

1. (a) I worked for two hours before I could finish my homework.

(b) It took me two hours to finish my homework.

2. (a) "Where's the iron?" Mrs Inia asked Susana.

(b) Mrs Inia asked Susana where the iron was.

Now complete these pairs of sentences. Make sure that the second sentence means the same as the first one.

1. "Have you had your breakfast, Nick?" Mrs Smith asked.

Mrs Smith asked Nick if

2. John paid \$3.50 for his new pen.

John spent

3. The only person in our family who can't read is my grandmother.

Everybody in our family

4. Lazy people can always find an excuse for doing nothing.

People who

5. "Where are the other children?" the lost boy wondered.

The lost boy wondered where.....

Grammar: Common Nouns

Use the following words to fill in the blank spaces.

coconuts bowl leaf sack dictionary stones umbrella plantation

1. My grandmother picked eight pawpaw from the
2. That man scraped two
3. Children can use theirto look for the meaning of words

Dictionary Skills

Write each group of words in alphabetical order.

1. kind mixture replied grating grandfather
2. peeled parcel wrapped wooden eleven
3. loaves properly poured pointing asked
4. slowly square strong green basket

Spelling

Activity 1: S-H-A-R-P

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Spelling list

canyon

champion

gallon

graduation

hamburger

manor

marriage

nationally

vacuum

states

selection

shelves

vegetables

forgiveness

lawyer

Review Phonics

Draw 3 columns and place words in the column according to the first vowel sound in the word. Choral spelling of the words. (The teacher will say the word, you will repeat it and spell it out, and say the word again) e.g. Teacher: canyon Students say: canyon, c-a-n-y-o-n, canyon

Jumbled Words from spelling list

1. Lytaonlina _____ 2. phiamcon _____

3. ongall _____ 4. belegtaves _____

5. ryewal _____ 6. roanm _____

7. sattes _____ 8. srifovegens _____

9. Cannoy _____ 10. gainduotar _____

Icons

Choose any 10 words from the list and draw an icon (little picture) to represent the word.

Draw an icon that will mean something to you and help you remember to spell the word correctly.

Sentence Completion

Complete the sentences below by filling in the blank spaces with the appropriate spelling word.

1. Emma was declared _____ on the final day of races.
2. We attended my uncle's _____ yesterday.
3. There was a _____ of fruits in her house. I didn't know what to eat.
4. The _____ was too steep to climb.
5. There was a _____ of juice in the refrigerator.
6. The _____ were bare so grandmother took us to the food stall to grab a _____.
7. He asked for my forgiveness for throwing out all the _____.
8. We had to get _____ to conduct the _____ ceremony.

Unit 4

Text type: Narrative

A narrative is a story of connected events that entertains, stimulates guides and teaches a reader.

Orientation: The introductory paragraph where the characters, setting and time are introduced. Clues to the problem are also included.

Complication: Where the problem/problems in the story develop. Usually contains events that occur in sequence.

Resolution: Where the major problem is solved.

Re-orientation: The change the main characters undergo and the message or moral of the story.

Examples of Narratives

- Bible stories/ Legends
- Fable/ Fairy tales
- Short stories/ Novels
- Short stories/ Novels
- Parables
- Science fiction Stories

Reading: The Grand Escape

Early that morning I peered out of my nest looking for food. The air was so still that the sound of insects was overwhelming. A strong gust of wind blew through the trees that I almost toppled over. Suddenly I heard a loud meow above my head. I swung around and there it was, a big hungry cat, ready to pounce.

My eyes shot wide open and I lifted my wings ready to take flight but my feet were stuck. I struggled, but in vain. Slowly the cat crept stealthily forward. Its eyes glued on me. A sudden rustle below caught the cat's attention.

"Tommy! Kitty! Kitty! Kitty!" called a voice from below.

"Thank goodness," I thought to myself. My leg was suddenly free so I crouched down and then burst through the leaves high up into the air. As I soared through the sky I looked down and saw Tommy the horrible Kitty being carried away. I didn't care, for I was free.

DESCRIPTIVE WORDS

Using the context, find out what the bold words mean.

overwhelming _____

topped _____

pounce _____

stealthily _____

rustle _____

crouched _____

soared _____

Write a story

You are trapped in an underground cave. Write your story. Draft your narrative using the template below to guide your writing. REMEMBER the Writing Process

- *Title*
- *Orientation*
- *Who? When? Where? What?*
- *Complication*
- *Begin a series of events*
- *Event 1*
- *Event 2*
- *Climax*
- *Resolution*

Just for Fun

Make a poster advertising “vakalolo” or any other dessert from your culture. Be sure to add a border, colourful pictures or drawings, different styles of writing (fonts) and when and where we can come and buy your dessert. Use words and pictures that will attract your customers.

Unit 5

Text type: A transaction

A transactional text is used to sustain relationships and involves simple interactions and negotiations.

Building Background

Notice that our text type is a transaction.

As a class discuss a time you visited a new place.

Where did you go? How did you get there? What did you see?

Did you feel like you belonged there or did you feel uncomfortable?

How was it different from your home/school/community?

What did you like or dislike about it?

A transactional text is used to sustain relationships and involves simple interactions and negotiations. Examples of transaction:

- Letters, cards, emails
- posters and
- invitations.

Your comprehension exercise is based on a letter written by a student to his friend back in the village. What kinds of things do you think he will write about?

Skim through the letter.

Does the writer use mainly present or past tense? Can you explain why he does this?

With your teacher go over the key vocabulary words. See if you can figure out what they mean without using a dictionary. You may want to quickly read the letter to see how the words are used. Context clues help us to find the meaning of words.

Write down all the words and their meanings into your book. Beside each word draw a little picture or icon to help you remember the word. An example is provided for you.

Key Vocabulary

seasick bunk capsize calm deck glimpse thrill docked experience sights amazing

Reading: Letter from Samu

22 Beka Lane,

Naisoko,

Suva.

21st August, 2020

Dear Tomasi,

How are you? I really miss you and the rest of our friends even though I am seeing new things. Are you and Jone still planning to build the big tree house?

I was so seasick coming over to Suva. I got violently ill on that first day that I couldn't even get off the bunk. The boat rocked from side to side and, for a moment there, I thought the boat was going to capsize. Thank goodness nothing like that happened.

By the time we reached Suva harbour the sea was calm and I felt so much better. I went out onto the deck to catch a glimpse of Suva before I stepped onto dry land. Boy! Oh! Boy! I felt a thrill of excitement race down my spine as I got my first look at the city of Suva. The buildings looked huge! There were so many cars going up and down and the people were everywhere. I could hardly see any coconut trees. I was both excited and scared.

We docked at about 6pm that night. The sun hadn't set yet so I was still able to experience the sights and sounds of Suva. It was amazing! Cars, trucks and vans of all shapes and colours were zooming up and down the road. I was a bit scared to cross the road. We got into a taxi and passed huge buildings and hundreds of people. Our taxi driver was a Fijian man but he spoke to us in English. I thought that was funny but I just kept quiet.

Tom, I wish you could experience all the new things I am experiencing. My new school is so big with so many children. Can you believe there are students of other races in my school? I have made friends with an Indian boy, Ardash, and an Australian boy, Jaylen. I ride the bus to school. When you come to Suva in the holidays I will take you for a bus ride.

I really miss the food from home. Here we eat a lot of rice. We hardly eat fresh fish. Something new that I tasted was ice cream. I love it but it is expensive.

I can't wait for you to come so that we can go to Village 6. That will be my surprise for you.

I need to finish my homework. Please send my regards to all the gang and don't forget Master Bati. I also want you to read this letter to Nana Anna and Grandpa Joe. Write back soon.

Your friend,

Samu

P.S Don't forget to check on my pigs.

Comprehension Skill: Noting Details

Teacher-Student Discussion

Details are important in a story. It helps readers understand characters and events. It also helps the reader evaluate the character and also visualize what is happening.

Evaluate – to judge or examine

Visualize – to picture in your mind

Practice

As a class list the details that give information showing us that Samu had never seen these things before.

Apply

Go back and read through the letter.

With a partner list details that support this main idea: Samu was excited by what he saw.

Discuss the details with the rest of the class.

Comprehension Check

1. Who is the writer of this letter?
2. What do you think is the purpose of this letter?
3. Why do you think the writer was violently ill on the first day out at sea?
4. Why do you think he was both excited and scared when he first saw Suva?
5. Our taxi driver was a Fijian man but he spoke to us in English. I thought that was funny but I just kept quiet. Why was this funny?
6. List down 3 things that amazed Samu.

7. Infer is to conclude or guess something from the clues given. What 2 things can you infer from the fifth paragraph? These sentences will give you a clue.

- Can you believe there are students of other races in my school?
- When you come to Suva I will take you for a bus ride.

Word Knowledge: Synonyms

Synonyms are words that mean the same or nearly the same.

Activity: Match a word in the box to the list of words below that mean the same meaning.

bunk capsize calm deck glimpse thrill dock experience amazing zooming

1. sight 2. peaceful 3. shooting 4. joy 5. berth 6. know 7. overturn 8. bed 9. wonderful 10. floor

Sentences: Kinds of Sentences

There are 4 kinds of sentences. They are 1) Statements 2) Questions 3) Exclamations and 4) Commands.

A statement tells us something and ends with a full stop (.).

A question asks something and ends with a question mark (?).

An exclamation expresses strong feeling and ends with an exclamation mark(!).

A command gives an order and ends with a full stop (.). They usually begin with a verb.

Examples of the 4 kinds of sentences

1. Statement: Samu left the island.
2. Question: Why did Sam leave the island?
3. Exclamation: Boy! Oh! Boy!
4. Command: Get into the taxi.

Activity: Rewrite each sentence below, adding the correct punctuation mark at the end. Then write down the type of sentence it is.

1. What a beautiful picture
2. Did you see the cars
3. The journey was terrible
4. Put on your seat belt

Punctuation: Commas

A comma helps to divide up a sentence making it easier to read and understand.

e.g. Mr Burt, a vet, was last seen at the dog pound.

Commas also separate items in a list.

e.g. Peni bought a pair of socks, a vest, a sulu and a pair of flip flops.

They are also used to separate 2 or more describers in a sentence.

e.g. The crested iguana is an ugly, green, scaly and endangered species.

Activity: Write the sentences below in your books, punctuating them with commas.

1. Mrs Delana the class 6 teacher is a kind woman.
2. I love my kindergarten teacher Miss Mar.
3. David went on the hike with a map a pocket knife a compass a water bottle and a first aid kit.
4. Sheryl cleaned the washing machine and found a dollar coin a safety pin and a marble.
5. Tom's jacket was shabby dirty torn and smelly.
6. Mum's toe was swollen purple and painful.

G. Grammar: Collective Nouns

A collective noun is a name of a group of things, animals or people.

For example: A flock of birds. A team of soccer players. A bunch of bananas.

Activity: Choose a collective noun from the box to complete the sentences below.

lock swarm litter herd school bundle

1. The farmer moved his _____ of bulls into the paddock.
2. The _____ of birds flew away from the fire.
3. The _____ of fish was chased by sharks.
4. We have a _____ of pups at home.
5. While picking guavas, the boys were attacked by a _____ of bees.
6. The _____ of dalo was so expensive

Activity: See if you can match the collective nouns with the words in the box.

bullets eggs books bananas
lions musicians

- a. band _____ b. hail _____
c. pride _____ d. library _____
e. nest _____ f. bunch _____

Dictionary Skills: Guide Words

Guide words are words that are printed at the very top of your dictionary page. If your dictionary has 2 columns there will be 2 guide words – one on the left side of the page and one on the right. The one on the left is the first entry word on the page while the one on the right is the last. They act as guides to help us find words.

Example:

clean

cleanliness

crate

Below are entry words. Copy them down in alphabetical order then list down the words that don't belong to the page.

dear den dessert define deep despair danger dental dream

Spelling

Activity 1: S-H-A-R-P Word Study Procedure

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Spelling List

ancient

capable

dangerous

gaze

patient

radius

safety

sailor

waste

vein

blown

bows

loaves

location

noticeable

Activity: Group Work

The teacher will assign a word to groups of 4-6 students. Your group will look up the meaning of the word in the dictionary. Choose one person from the group to write the word and meaning on the board. Another person from the group must use the word orally in a sentence. Copy all the words and meanings into your books.

Activity: Alphabetical order

Write the words in the spelling list in alphabetical order.

Activity: Sentence Construction

Use the words to make up sentences. Depending on how the word is used, identify the part of speech it is (noun/verb).

Activity: Dictation

The teacher will dictate a passage to you using your spelling words.

Unit 6

Text type: Transaction

Have you ever written a letter to someone? There are 2 types of letters:

1) an informal or friendly letter 2) a formal letter

You will study a transaction in the form of an informal letter. Your teacher will discuss with you the language features and the structure of letters before you attempt to write your own.

An example of a letter is provided for you to help in the discussion. Notice the different points written on the side. They will help you in writing your letter.

A transaction sustains relationships and involves simple interactions and negotiations. Personal language is used.

Inside address: This contains your address and the date of the letter.

Salutation: Usually begins with the word 'Dear' followed by the given name of the recipient or relationship and ends with a comma.

Introduction: This is the opening of the letter. It includes greetings like 'How are you?' May refer to a previous letter.

Body: Main part of the letter. It includes the message that the writer wants to tell the recipient. It is divided into paragraphs.

Closure: Indicates the letter is going to end. The writer may ask the recipient to reply

Complimentary close: A short expression that includes only a few words on one line. It ends with a comma.

Signature: The signature or name of the writer.

Examples of Transactions

- Letters
- Cards
- Invitations
- Posters

Reading: Informal letters - A letter to a Friend

Dear Mary,

How are you? Did you receive my last letter? I have been waiting for your reply. How's everyone at home?

Guess what happened to us last week? We got into an accident. We were so lucky that none of us got hurt. Mele was driving and talking on her phone. She didn't see that a big truck was backing out of a driveway and she smacked into the truck nicely. Her car is a write-off.

She was more worried about the car than us. Luckily no one got hurt. We got checked by doctors at the hospital and were given the all clear. Mum and dad were happy that we were okay but also mad that Mele was so careless. You should have heard the lecture she got.

Please write back. I am dying to hear the latest news from that side.

Give my regards to your family.

Your best friend,

Sina

P.S Hey! I'm still waiting for the photos.

Writer's Challenge: Using the context, find out what the bold words mean.

smacked _____

write-off _____

all clear _____

mad _____

dying _____

Now draft a letter to your friend in the space provided. Remember the Writing Process

Class activity

Put everyone's name in a box and each student gets to pick a name out of the box.

Write a friendly letter to your partner telling him/her about a "fun" thing you did during your holidays. Draw a picture to include in the letter.

Your teacher will be the Postman/woman. They will collect the letters & deliver them

Unit 7

MANAGING MONEY

Learning Outcomes: Students will be able to:

- a. Give examples of what banks do and what their role is in the community.
- b. Identify a long-term personal goal & write a saving plan to achieve it through earning and saving
- c. Learn new financial vocabularies and find their meaning
- d. Comprehend the story and answer the questions

Read this passage and answer the following questions

Tomu's new bike

Bula! My name is Tomu. I really like earning money and saving up to buy things that I really want. I am going to tell you a story about how I bought my new bike.

Ten weeks ago, the seat of my old bike broke and I couldn't ride it anymore. The bike was pretty old and a bit small for me, so my Tata, Nana and I decided that I needed a new bike. A few days later we caught the bus to town to look at the bikes in the bike shop but they were really expensive. Tata explained to me that it would take about a year to save up for a brand-new bike.

During the bus ride home from town my Nana thought of a brilliant idea..."Tomu, why don't you ask your cousin Peni if he will sell you his old bike? He is getting too big for it now "As soon as I got home, I ran to Peni's house to see if he wanted to sell me his bike. He said yes and offered to sell me his bike for \$60:00."It's a deal! "I said enthusiastically.

I already had \$25 saved in my money box. Over the next 10 weeks I saved most of my weekly pocket money to reach my \$60 saving target. I earn \$5 a week if I do all my chores. I got more and more excited as my savings balance grew larger and larger.

The day finally came when I had enough money to buy the bike from Peni. I put \$60 inside an envelope and took it to Peni's house to give him. He took the money from me and led me to his bike which he had washed and polished. It looked like it was brand new. I was so thrilled that I couldn't stop smiling!

Later that evening my Nana reminded me that I would need a helmet if I wanted to ride my new bike to school each day. I had \$5 left in my moneybox but a helmet cost \$20 to buy. Tata said that he would lend me the \$15 that I need so that I could buy the helmet straight away." To help me lend, that money has a cost if you borrow it. Tata said that he would need to charge me 5% interest each month on the \$15 that I wanted to borrow. I knew that I could pay back the \$15 that I borrowed within a month so I agreed to the loan because it would cost me 75 cents extra.

The next day we rode the bus back into town to buy a new helmet. My Nana told me that my bike and my helmet are my new assets, things that I own. Tata reminded me that the \$15 that I owe him is my liability.

They told me that I could write a Statement of Financial Position to show that what I own and what I owe. This Statement of Financial Position shows my net worth today. I know that it will be different next week because I would have paid my liability back.

It's my birthday next week and I am turning ten. My Nana is really proud of the way that I can save up and meet my financial goals. She says that I can open a savings account at the local bank on my 10th Birthday. I am really excited about that because I will be able to earn interest on my savings.

Answer these questions

- i. What was Tomu's personal goal?
- ii. Write Tomu's plan of achieving it by using this template.

Find the meanings of these Financial Terms.

I. Financial Position

II. Financial goals

III. Saving

IV. Loan

V. interest

Reflection and Discussion

I. Why is having a banking service important to people?

II. How might young people use banking service?

III. How might your family use banking services?

IV. What can people do to improve personal financial wellbeing and financial security?

Find five verbs from the passage.

Find five nouns from the passage

Unit 8

Text type: Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader.

Narrative texts are organised according to setting, event leading to a problem and a solution.

The main features of narratives are: defined characters, descriptive language, and past tense.

Your teacher will assist in discussing the following:

Different cultures have different ways of celebrating a marriage. Have you ever attended a Fijian wedding? A lot of rituals take place in a Fijian wedding. Can you name the rituals that take place?

Your teacher will go over the key vocabulary list with the class. Write down all the words and their meanings into your book. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *wedding guest suitcase unloaded decoration ceremony reception chest bride bridegroom emotional tiring*

Reading: A Fijian Wedding

School was over on a Friday afternoon when mum received a call from Aunty Kalesi in Lautoka.

“Litia, Save is getting married tomorrow and I want all of you to come. The church service will begin at 10 in the morning,” she told mum.

We were all excited when mum informed us about the wedding.

“Eleni, go to the guest room and get the piece of masi that I bought from Vatulele. Also bring the three mats that I just completed weaving last week,” mum told my sister.

“Could you also get the suitcase that has Save’s wedding outfit made by Bubu Alisi?” mum added.

Just then dad came home and told my two brothers and I to start loading the two bundles of dalo and the three bags of chicken into the van. On our way to Lautoka picked up Uncle Koroi from Sigatoka. When we reached Aunty Kalesi’s house in Lautoka there was already a big “vatunuloa” (shed) outside and everyone was there. Preparations for the wedding had already started. I was so happy to meet my cousins who had come all the way from Macuata. We unloaded everything and while dad, Uncle Koroi, my two brothers and I, helped with the preparation of the food, mum and Eleni went inside to see to the mats and the decorations in the house.

We were busily going about our work on Saturday morning, when I heard someone call out. “Meli, it’s so good to see you, you’ve really grown.” It was grandpa Lui. He hugged me and wanted to know how I had been doing.

At 9.30am we all went to church for the wedding ceremony. The couple looked marvelous in their wedding costume. Save’s wife, who is from Yasawa, looked stunning in her wedding dress. After the church service we all went to the Girit Centre where the reception was held. The hall was beautifully decorated with the cake in the centre of the main table. As soon as the couple arrived, lunch was served. While we were eating, someone put the music on and Tevita, my cousin from New Zealand, asked one of the bride’s sisters to dance. We burst out laughing as Tevita made faces at her. Just then “Nei Niumai” stood up and dragged the bride’s father onto the dance floor. We cracked up with laughter.

When lunch was over, we returned to Aunty Kalesi’s house where they had the “tevutevu”. This is the spreading out of the couple’s gifts of mats, pillows, bed sheets and other household items. I was amazed to see all the beautiful mats.

Asinate, Savenaca's new wife, walked in dressed in masi and holding a "tabua" (whale's tooth). Her father and uncles led her into the house bringing with them, Asinates' chest. She sat down while her uncle brought out another tabua to offer our family. This is the "I tataunaki" whereby the bride's family officially hands her over to the bridegroom's family.

"After today Asinate will be considered your daughter and it is our plea that you will take care of her as your own. We also trust that she will be treated with love and respect," Asinate's dad said. "Asinate, after today treat Save's family as your own," he added. It was an emotional moment for the bride's family.

"Time to celebrate" shouted one of the older women. We all burst out laughing. After an hour of celebration, the bride's family bid her farewell and left. It was such a tiring day for all of us. On Sunday afternoon we headed back for Suva.

Comprehension Skills: Noting Details

Imagine you are at a wedding.

What are some of the things you would probably do?

Look at the passage, would you be doing similar things?

*Help out in the kitchen

*Help with the decorations

In wedding celebration, a lot of important things occur. Can you name three important things that occur?

1. _____

2. _____

3. _____

Describe and compare the Indian, English and Fijian wedding attire.

Comprehension Check

1. What do you think is the purpose of this story?
2. Who is getting married?
3. How is the author related to the person getting married?
4. Where did mum keep the wedding outfit?
5. What did dad and the boys load into the van?

6. Where is Asinate from?
7. Why do you think they were laughing?
8. What does the vernacular term “tevutevu” mean?
9. Why do you think Asinate walked in with the “tabua” in her hand?
10. Why were the brides’ family emotional?
11. When did Meli’s family return to Suva?
12. What are some new things you may have learnt from this story?

Word Knowledge: Idioms

*Literally: Something that actually happens

For example: “It’s raining cats and dogs” has nothing to do with cats and dogs, but refers to very heavy rain.

Sometimes we use colours to convey an emotion. For example, green is used to show jealousy or, like traffic lights, it gives you the all-clear signal. Put each of the following colours in the correct gap. Some colours are used more than once.

red, black, green, rose, white, blue, yellow, silver, gold

1. I was feeling _____ the other day as my cat had died.
2. Every cloud has a _____ lining.
3. Mother is considerate and has a heart of _____.
4. The man turned _____ with rage when he found out that his house was being robbed.
5. No controversy is black and _____ but has shades of grey.
6. “What a beautiful car. I’m _____ with envy.”
7. She was always a difficult child and her family always treated her as the _____ sheep.
8. I had to tell a _____ lie in order to get accepted in the group.
9. The little boy appeared out of the _____.
10. Mr. Simpson gave me the _____ light to go ahead with my project. An idiom is a word or phrase that is not taken literally.

Sentences: Using Better words than 'went'

There are better words that we can use instead of "went" in sentences.

For example: „The cow went over the moon“. Instead of went we can say “The cow jumped over the moon”.

Re-Write the following sentences using the words from the box in place of 'went'.
travelled drifted scampered crawled walked plunged wriggled curled glided limped

1. The lizard went between the two rocks.
2. The swan went across the lake.
3. A caterpillar went up my arm.
4. White clouds went across the sky.
5. Dense smoke went out the chimney.
6. The injured dog went across the road.
7. The mouse went into his hole.
8. My aunt went overseas.
9. The baby went across the floor.
10. Dad went into the pool.

Punctuation: Unnecessary Words

All the sentences below contain word/words that shouldn't be there.

For example: Mum returned back from Malaysia last week- "back" should not be in the sentence.

1. Mix the packet of juice in just exactly one litre of water.
2. Who opened up my letter?
3. The road wound through a forest of trees.
4. Where have Bianca and Delilah gone to?
5. The weight of that rock is too heavy to lift.
6. Where did you get those apples at?
7. Not long ago I had a toothache.

8. The teacher drew a round circle on the board.
9. The Korean family moved in next door.
10. Two cars collided together on the highway.
11. The unknown stranger spoke to me in town.
12. I don't know the reason why he couldn't come.
13. Divide the lollies so we have an equal share.
14. It began to rain so he returned back home.

Grammar: Apostrophe of Contraction

An apostrophe of contraction is used to show that one or more letters have been left out of a word. For example: can't = cannot, I'd = I would

Write the following contractions in full.

1. you're
2. I'll
3. she'd
4. could've
5. we've
6. it's
7. you'll
8. didn't
9. they'd
10. don't

Write the shortened form of these words.

1. would have
2. does not
3. will not
4. you had
5. what is
6. were not

7. was not
8. is not
9. are not
10. that is

Dictionary: The Odd Word

For example: happen, arise, halt, and occur. The underlined word does not belong because the definition is totally different from the other three.

Write the odd word in the group of words below.

1. frisky remain playful lively
2. omit naval disregard neglect
3. rebel evict deport expel
4. expert consultant expect specialist
5. surprised amazed excited stunned
6. sell forward dispatch send
7. prosperous wealthy rich gain
8. chaotic rare untidy messy
9. quit stall kick halt
10. eternal peaceful everlasting permanent

Spelling List

coupon
routine
rumour
rural
whose
who's
horizon

honourable

storage

freight

noisy

studios

knowledge

quote

cooperation

Activity: Unscramble the following words

1. wokngelde

2. sehow

3. isony

4. rumrou

5. ponuoc

6. tionoocpera

7. show

8. tequo

9. tineuro

10. rizohon

11. ragetso

12. larru

13. eirfhgt

14. diostus

15. blenouarho

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. st__rag__

2. c__oper__t__on
3. co__p__n
4. knowl__dg__
5. hon__ur__bl__
6. ro__t__n__
7. st__d__os
8. fr__ight
9. r__r__l
10. hor__z__n
11. wh__s__
12. q__ot__
13. wh__'s
14. no__sy
15. r__m__ur

Activity: Other Word Forms

For example: decorate, decorated, decoration

1. noisy
2. quote
3. rumour
4. honourable
5. cooperation
6. storage
7. coupon
8. knowledge
9. horizon
10. routine
11. freight
12. rural

Text type: Narrative - I am a Turtle

One morning I crawled out to the beach to visit my friend heron. Suddenly I heard the noise of someone running and there was shouting. I stood dead still. I was terrified. Then I saw a foot, and my muscles came into action. I ran for all I was worth behind some big

rocks.

The noise stopped. "Hey Tony! Get a sack. I saw something move behind those rocks," said a voice. I held my breath, and then the most horrible face I ever dreamed of seeing popped up over the rock.

Suddenly it was dark. I was inside of something. There were strange noises all around me. "Can I have a look," asked someone.

"No, he might get out!"

Then there was an enormous roar. After a few moments it stopped and I was carried somewhere. The lid opened and a flood of light came into the thing. I crawled out cautiously and looked around. There were humans.

I shot back into the sack. (I had realised that the thing was a sack, and I huddled into the corner.) A hand grasped me and almost choking me, pulled me into the light.

That night I was put outside into a small cage made of timber. After a struggle, I dug my way out. I escaped and crawled towards the bush. Many hours passed, and then I ran into..... No, it couldn't be....Yes, it was the smell of the sea... My own territorial boundary.

I passed the pile of rocks. I crawled into the sea and plunged in, vowing never to return.

Activity:

List down the adjectives and verbs in the story.

Unit 9

Text type: Exposition (also called an argument)

Purpose: To argue for or against a particular position.

Expository texts are written to argue or persuade. They promote the writer's point of view. Expository texts are organized with:

Proposition to be argued, arguments in logical order, reiteration.

The features of persuasive writing are:

generalized participants, passives to help text structure, linking words associated with reasoning, nominalisation (actions become things) e.g. To pollute becomes pollution.

Building Background

Your teacher will assist in discussing the following:

Have you ever felt or have thought about making certain changes in your school or home?

What are your views about school uniforms?

If you could make changes in your school, what would they be? Why?

If you could make changes in your home, what would they be? Why?

How could you accomplish these changes?

The text type for this unit is Exposition. Study what an exposition is and try to distinguish the features of a report in the passage "Wear a School Hat"

Key Vocabulary: *reasons protect important sunscreen stays children skin cancer doctors broad safe brims*

Write down all the words above, and their meanings into your book.

Reading: Wear a School Hat

I think all children should wear hats when playing outside at school. Some reasons for this are listed below.

Doctors have found that too much sun is bad for our skin and may cause skin cancer later in life. Wearing a hat can help protect children out in the sun.

The shape of the hat is important. Children should wear hats with broad brims or back flaps to keep the sun off their faces, ears and neck.

Too much sun also hurt children's eyes so it is important to keep them shaded.

Some people think that just using sunscreen will keep them safe, but this wears off after a few hours. A hat stays on all day.

Hats and caps can also help you feel cool on a hot day. They can make you look good too. So, I think all children should wear a hat or cap to keep them cool and safe when in the sun.

Comprehension Check

Answer the following questions in complete sentences.

1. Why is it important that we protect ourselves from the sun?
2. Why are hats with broad brims or back flaps, considered good hats?
3. Apart from not burning our skin, what else does a hat protect?
4. Why are hats considered better than sunscreen?
5. After reading the text do you think wearing a hat is a healthy choice? Why?
6. What can be another good title for the text?
7. What do you think is the main idea of this text?
8. List 6 positive things about wearing a hat.

Word Knowledge: More about Clothing

Use your dictionary to find out the meaning of the words below.

Jodhpurs moccasin tuxedo leotard parka mackintosh mittens sari kilt pinafore cape

Sentences: Singular to Plural

Write the sentences changing nouns and pronouns from singular to plural. Note that some forms of the verbs will change.

For Example:

His sister picked the flower which grew in the ditch. **Their** sisters picked the flowers that grew in the ditches.

1. The lady chased the dog through the bush with a knife.
2. The bird ate the loaf bread which was left on the table.
3. The horse galloped past the school.
4. A thief stole the bicycle from the shop.
5. I painted a daisy on the glass.

Prefixes to make opposites

Prefixes are letters added to the beginning of words to make them opposites.

dis + agree = disagree

mis + behave = misbehave

Use the prefixes (un, im, mis, dis, in) to form opposites of the words below.

1. wise
2. place
3. visible
4. kind
5. behave
6. loyal
7. fair
8. like
9. possible
10. patient
11. human
12. obey
13. lay
14. proper
15. sane

Grammar: Personal pronouns stand in the place of nouns

Some personal pronouns are possessive nouns showing belonging.

Here the main personal pronouns.

First person (about me) I, me, we, us, our, (myself, ourselves)

Second person (about you) you, your (yourself)

Third person (about him, her, them) he, she, him, her, it, its, they, them, their, (himself, herself, itself, themselves)

We use pronouns so that we don't have to repeat nouns.

For example: "Ted stole the money so the money is Ted's," said Ted would sound much better as: "I stole the loot so it is mine," said Ted.

a) Replace the repeated nouns with pronouns.

1. The food was stolen by Jimmy. Jimmy stole the food.
2. Rita thinks the dog belongs to Rita but Renu thinks the dog belongs to Renu.
3. When Jone arrived home, Jone did his homework.

b) Write the correct pronouns from the brackets.

1. I was sure it was (he/ him) _____ who made that noise.
2. My uncle gave Jocelyn and (I/ me) _____ a watch.
3. I can write quicker than (she/ her) _____.
4. Julie and (I/me) _____ are catching the bus to the city.
5. The ants bit Rochelle on her toes and (she/ her) _____ ankles.

Dictionary Skills: Word Meanings

Choose one or more words from the bracket that means the same as the first in each exercise.

1. sham (guilty, pretend, shine)
2. remnant (leftover, traveller, painting)
3. repast (meal, history, sleep)
4. caulk (fill gaps, refuse, argue)

5. yew (mineral , tree, liquid)
6. tally (paw, cry , score)
7. devise (break, hate , plan)
8. wrath (ghost ,anger, wreck)

Spelling List

culture familiar governor hunger plumber variety success underneath sponge
suggestion audience autumn caution faucet forgetting

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. s__cc__ss
2. c____t____n
3. h__ng__r
4. sp__ng__
5. f__m__l____r
6. f__rg__tt__ng
7. a__t__mn
8. v__r____ty
9. s__gg__stion
10. f____c__t
11. g__v__rn____r
12. pl__mb__r
13. __nd__rn____th
14. __ __d____ nc__
15. c__lt__r__

Activity: Generally Speaking

Write each spelling word for the group it best fits

1. concern , prudence, _____
2. achievement, triumph, _____

3. traditions , customs, _____
4. spectators, viewers _____
5. wipe , mop, _____
6. diversity, assortment, _____
7. proposal, proposition, _____
8. ruler, director, _____
9. overlook, disregard, _____
10. below, beneath, _____
11. appetite, starvation _____
12. well-known, recognizable, _____
13. tap , spout, _____

Activity: Other Word Forms

example: important- importance, importantly

1. suggestion- _____
2. hunger- _____
3. variety- _____
4. autumn- _____
5. faucet- _____
6. underneath- _____
7. familiar _____
8. caution- _____
9. plumber- _____
10. forgetting- _____
11. sponge- _____
12. success- _____
13. governor- _____
14. audience- _____
15. culture- _____

Activity: Scrambled words

Unscramble the following to make words: 1. rceltuu 2. aialmifr 3. Gnroevor 4. hugern
5. pbmelur 6. Artyevi 7.scusces 8. edanrneuht 9.ngosep 10. tgsoueings 11. aeidnecu
12. Utmaun 13. iutocan 14. etfuca 15. tiggetfonr

Text type: Exposition

Reading: Time for Play

Schools are giving students much more homework. It is because parents believe that more homework is better for the future. But this is not as good as it seems.

Because they get too much homework children are having their time for play stolen from them. Children need their play time to exercise and to meet their friends. It is not fair that some student have more homework. It makes them very angry that they can't play as much as others.

Writing activity: Expositions always give arguments and evidence. Imagine you do not agree with the above passage. Present an argument about homework, with supporting evidence for your point of view.

Text type: A procedure

A procedure tells us how to achieve a goal or an outcome through a series of steps. These steps are in order or in sequence.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

If you happen to see someone who is seriously ill or injured what would you do?

What do you think is First Aid?

Have you ever heard of the term CPR?

What do you think CPR means? What is another term we can use instead of CPR?

Quickly scan the story. Identify the key vocabulary and go over them as a class. Using context clues, write the words and their meanings in your book. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *ordeal artificial air passage breathe victim inserting abdomen respiration*

Reading: Artificial Respiration Saves Lives

Below is the procedure that Timoci's dad used.

One Saturday morning, three boys went down to the river for a swim. Timoci, who was always boasting that he was a good swimmer, jumped in the water first, followed by Jone and Akuila. The current that day was very strong as it was raining for the whole week. After playing for about thirty minutes, the boys decided to return home. Just as Timoci was swimming towards the river bank, his leg got stuck on a log. He gasped for breath but to no avail. Akuila seeing what was happening to his friend, screamed for help, while Jone was trying to help Timoci. Luckily Akuila's dad heard them and rushed to the river. He brought Timoci to the river bank and performed CPR on him. Thankfully, he survived the ordeal.

Steps in a Procedure: Artificial respiration

1. Clean the air passage by turning the head sideways and inserting a finger in the mouth.
2. Hold the victim's nose with the thumb and the first finger. Pull the head backwards.
3. Take a deep breath and blow gently into the victim's mouth.
4. Look, listen and feel breathing. See if the abdomen and chest rise and fall.
5. Continue breathing into the victim if they do not start breathing on their own.

Comprehension Skills: Sequencing/ Order

Answer the following questions with a full sentence.

1. What do you understand by the term "Artificial Respiration"?
2. How will you clear the air passage?
3. What finger do you use to pull the head backwards?
4. After breathing gently into the victim what do you do next?
5. What do you think the statement "if they do not" means?
6. What is the purpose of this article?

What happened before the five steps were taken?

You will notice that each set of instruction begins with a verb. What types of sentences begin with a verb? What else do you notice about instructions? What can we conclude? Instructions have at least two features.

What are they?

1. _____

2. _____

Write down a set of instructions to bandage a wound. You should have 4 – 5 steps.

Word Knowledge. Homonyms – Homophone

A Homonym is a word which has the same sound or the same spelling as another but has a different meaning. For e.g. live/leave.

If two homonyms sound the same like 'heir' and 'air' they are called homophones.

Write the correct word in the space provided.

1. The (sun/son) shines brightly when there are no clouds in the sky. Paula ran faster (than/then) Alipate in the hundred meters event.
2. The farmer's son (tied/tide) one end of the rope around the goat's neck and the other end to the tree. During the softball match Edwin hit the ball with the (bet/bat) and the ball got lost.
3. The driver applied the (break/brake) but couldn't stop the bus.
4. The (blue/blew) rugby jerseys hanging on the clothes line belong to Suva team.
5. During the bus strike the children had to (wait/weight) for a long time for the buses. The Commander of the Fiji Military Forces decided to (send/sand) three hundred soldiers to Golan Heights for Peacekeeping Duties.
6. The vegetable farmer planted ten (rose/rows) of cabbages in his garden.
7. The tourist did not (no/know) the way to the new bus station.

Sentences. Joining Words

'who', 'whom' or 'which' are relative pronouns. Relative pronouns can stand in the place of a noun and join sentences.

For example: 'Frederica, who is the class captain, thanked the visitors on our behalf.'

To understand when to use who or whom we must understand the difference before a subject and an object. Subjects do an action while objects receive an action.

Who is a subject pronoun, e.g. Who ate the cake?

Whom is an object pronoun, e.g. Whom did you invite?

Which usually refers to things.

Join the following sentences with “who”, “whom”, or “which”

1. The letter came from Clayton. Clayton is staying in Taveuni.
2. Joeli read the books. The books were given to him.
3. There is the man. The girls saw the man at the pool.
4. Far away there lived a princess. The princess was very pretty.
5. You met the man. He is my uncle.
6. I have an old dress. It belonged to my grandmother.
7. Frank is the boy. I lent my ruler to Frank.
8. Sera looked at the dog. The dog seemed to be coming nearer.
9. I wore the turquoise dress for my graduation. Mother bought it for me.
10. Josevata is the boy. Iwane beat him in the 100 metres race.
11. Akisi turned twelve on Friday. Akisi is having a party on Saturday.
12. She is a reliable person. I can trust her.
13. On the tractor is the farmer. The farmer killed the snake.
14. This is the house. It was built by Mr. McGoon.
15. The footballer broke his leg. He was out of action for ten weeks.

Punctuation: Commas

Commas are used to separate words, phrases, group of words and words that interrupt the flow of a sentence.

For Example: We ate buns, cakes, sausages and pies.

Re-write the following sentences putting the comma in its correct place.

1. The caretaker an old man was very kind.
2. Although the problem is hard I shall solve it.
3. Unless you study you will fail the test
4. Tango the dog lay on his side
5. The story she told me moreover was a lie
6. When it is hot I go for a swim

7. Yes I can come to the party
8. Samu, Vika, Anil and Sunita all attend the same school
9. I knew of course that the story was true
10. My great grandfather a retired school teacher is still living.
11. Bale the new student came from Levuka.
12. When the bell rings we run outside.
13. The house on top of the hill belongs to Mrs. Ratu.
14. Maraia is from Qamea the island off Taveuni.
15. Rosie bought a new dress shoes earrings and hairband for the birthday party.

Grammar. Noun Plurals

Rules for Plurals of Nouns

- a. For words ending in ch, sh, ss, or x add -es.
- b. For words ending in y change y to i and then add -es.
- c. Just add -s
- d. For words ending in y following a vowel, just add -s. In some words there is a change in the basic spelling
- e. For words ending in o, add -es
- f. For words ending in f or fe, change f or fe to v and then add -es.

Use the rules above to change these words to plural.

1. speech
2. wife
3. train
4. torpedo
5. gas
6. box
7. sandwich
8. chimney

9. melody
10. mouse
11. calf
12. tooth
13. watch
14. stitch
15. thief
16. shelf
17. tomato
18. ox
19. child
20. hero

Dictionary Skill: Words beginning with 'cap'

Find a word that begins with cap that goes with each clue.

1. Loose cloak
2. Small blood vessel
3. Turn over
4. Heading for a newspaper
5. Charm and delight
6. A vegetable
7. Taken prisoner
8. In charge of ship
9. To give in or surrender
10. Jump or dance about

Spelling List

disagreement

disastrous

distance

disturbance

history

ignore

importance

improvement

liberty

liquid

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. ___mpr___v___m___nt

2. h___st___ry

3. y___ld

4. d___s___gr___m___nt

5. ___mp___rt___nc___

6. d___s___str___s

7. d___st___rb___nc___

8. d___st___nc___

9. pr___nc___p___l

10. l___st___n___ng

11. sk___lf___l

12. l___q___d

14. l___b___rty

Activity: Unscramble the words below

1. veitrepomn

2. lieyd

3. trsasideuos

4. qudiil
5. grmedieeastn
6. storiHy
7. picalrapn
8. belitry
9. ilslkuf
10. stidcena
11. noiger
12. pornceimta
13. ningstieil
14. sturdinceba

Activity: Other Word Forms

Example: important- importance, importantly

1. liquid
2. disturbance
3. yield
4. disagreement
5. importance
6. principal
7. improvement
8. disastrous
9. skilful
10. ignore
11. history
12. ignore
13. listening
14. distance

Unit 10

Text type: Procedure: How to Make a Puppet

Write the instructions for making a cow puppet from a paper lunch bag.

What you will need:

Paper Lunch Bag

Card or heavy paper

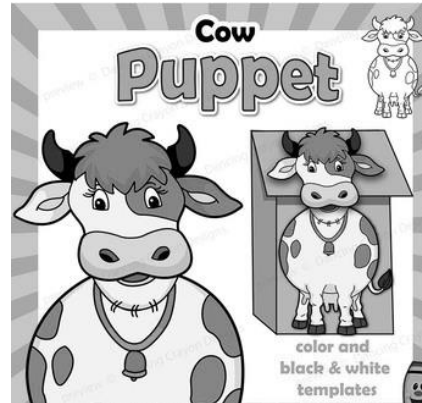
Clear Tape

Glue Sticks

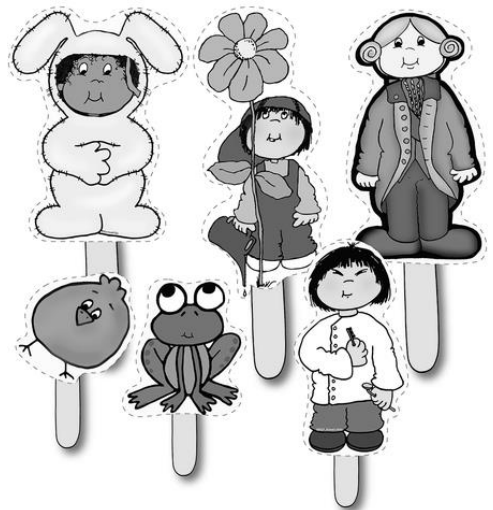
Crayons

How to make the puppet:

(Use your imagination to write a list of steps)



Now write a procedure for making another type of puppet, e.g.



Unit 11

Text type: Explanation

An explanation describes in scientific terms, how something works or the processes involved in an action, behaviour or event. They are organized by: a definition of statement, and a sequenced explanation. They are written to add to our store of knowledge.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

Look at the following signs. What do you think they mean? (Teacher to prepare some road safety signs e.g. STOP)

Why do you think it is important to follow all road rules?

What happens when the road rules are not followed?

Your teacher will go over the key vocabulary list with the class. Write down all the words and using the context clues, find out what they mean DO NOT USE a DICTIONARY. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *accidents motor vehicles drunken dangerous pedestrian warnings alcoholic motorists injured manufacturers*

Reading: What Causes Accidents?

In many countries of the world, road accidents are a serious problem. Several thousand people are fatally injured in road accidents every year. In America, for example, the total number of people who have been killed on roads is greater than the number of Americans killed in wars.

The number of deaths in road accidents worries all thoughtful people. Many governments use the newspapers and the radio to make people think about the dangers of the roads. They describe terrible accidents and print photos of them. They hope that the fear of having a bad accident will make people drive more carefully, and that this will prevent a number of accidents.

In the Pacific Islands road accidents are also becoming a huge problem. Motor vehicles are not the problem but those behind the wheel are. It is their speed that makes them so dangerous. Perhaps people who live on islands where there are no cars are luckier although things move more slowly.

Where there are cars, speed and drunken drivers are the main problems but carelessness and selfishness can cause accidents, too. A careless driver may take a sudden turn without giving a signal or looking in his mirror first. Or he may try to pass another car near a bend. This is dangerous because he will not be able to see if there is any traffic coming from the opposite direction.

Old cars are also a problem. They may not be safe. Worn-out tyres are dangerous on slippery roads, the engine may stop at dangerous cross-roads, or the brakes may fail. Even a bad battery can cause an accident. If the power in the battery is low, the lights will not work well at night. It will be difficult to see other vehicles or pedestrians, and the signal lights may not flash.

A lot of selfish drivers seem to think that they own road. Truck drivers and bus drivers often behave in a selfish way on dusty country roads. They drive in the middle and refuse to move to the side of the road. If another driver tries to get past them or sounds his horn, they will stay in the centre of the road.

Pedestrians can be selfish, too. In some towns, pedestrian crossings are marked in white paint on roads. Some pedestrians do not use these crossings at all, but walk across the road whenever they like. Others use the crossings but walk very slowly and keep the traffic waiting. It is against the law to drive over a crossing while a pedestrian is on it. So we see that selfishness is another problem for road safety.

Most governments are worried about road safety and accident prevention. The roads these days are well marked with road signs. These are warnings about the dangerous parts of the road. They tell the drivers they are getting near sharp bends, narrow bridges, schools or villages and those they should slow down. At bad crossroads, governments sometimes build roundabouts. The motorists drive round the roundabout and turn off when they reach the road they want to use.

At busy junctions in town, government official workers often put up traffic lights which help to control the traffic. If drivers obey the road signs, didn't drink alcoholic drinks before driving and drive sensibly, there would be fewer accidents.

Motorists who disobey the road laws or who drive when they are drunk have to pay heavy fines, but even so the number of accidents is rising. Some governments have tried to prevent people from getting seriously injured in accidents. They tell car manufactures to make their vehicles safer. They also make people wear seatbelts when they are in cars. These belts help to prevent serious injury and they save many lives. People who ride motor cycles must wear safety helmets to protect their heads.

Although the Police and ambulance rush to accidents as quickly as possible, "Prevention is better than cure". The best answer to the problem is more careful and sensible driving.

Comprehension Skill: Ask Questions to better understand the text.

1. What are the main causes of accidents in your area?
2. What is the difference between „prevention“ and „cure“?
3. How do you feel about road signs? Do you think they are important for safe driving?
4. Can you name some road safety rules?
5. How do you think seat belts save lives?

Comprehension Check.

1. Why are the governments of many countries concerned about road accidents?
2. Why are road accidents not a problem on some of the smaller islands in the Pacific?
3. How does the government try to prevent accidents?
4. What are two main causes of accidents?
5. Why would the driver of an old car most likely have an accident?
6. Why are road signs placed along the road?
7. How can selfish truck drivers be dangerous on country roads?
8. What should pedestrians do when they want to cross the roads in towns?
9. Why are there roundabouts in some of our towns?
10. Why should people wear seatbelts when they are in cars?

Word Knowledge

Write the different meanings for these Homographs. The first one is done for you.

1. bank - i) a place where you can keep your money. ii) a pile or mass.
2. fan
3. bat
4. lead
5. bear

6. back
7. lap
8. sail
9. stool
10. race
11. split

Homographs

Homographs are words which are spelled the same but have different meanings. For example: saw (Past tense of see) saw (a tool). Write two meanings for the following:

1. knot
2. lay
3. desert
4. match
5. strike
6. tongue
7. torch
8. live

Sentences: Subjects and Predicates

In their simplest form sentences can usually be divided into two parts.

- a) What is being talked about? (The subject)
- b) What is being said about that thing or person? (predicate)

For example: 'The dog barked for its bone.'

What is being talked about? (the dog) - subject

What are we saying about it? (that it barked for its bone) –predicate

*Note: The predicate of the sentence always contain the verb.

Match the subjects and predicates below and write out proper sentences in your books.

Subjects Predicates

1. The boywas elected prime Minister.

2. My motherwas being baked in the oven.
3. The dogwobbled about on my plate
4. The politiciantold me to wash behind my ears.
5. The foxkicked the ball to the goal mouth.
6. My breakfast..... talked about their game plan
7. The spider..... licked Billy's leg.
8. The huge orange jellyhad long hairy legs.
9. Joeli..... jumped on the monkeys.
10. The fierce lionoutsmarted the farmer and ate the sheep

Punctuation: The Apostrophe

The Apostrophe is used to show where letters are left out. The apostrophe is used when words are shortened or formed into contractions. Here are a few commonly used ones:

I have - I've, I am - I'm, I will - I'll

Re-write these sentences. Shorten the words and then put in the apostrophes where letters are missing.

1. Do not hit Renuka.
2. They have bought two dancing dolls.
3. I am full up.
4. He is fully responsible.
5. There is a strange cat in my yard.
6. I will punctuate this sentence.
7. You have told me all I need to know.
8. Pate did not play last night.
9. I have bought two sandwiches for my lunch.
10. It is his fault.

Grammar: Adjectives

An adjective is a word which describes a noun. It can give us more information about a person, an animal, a place or thing.

For example: „The slim man walked around the wide field“

{“Slim“ tells us about the appearance of the man who walked} while “wide“ describes the size of the field}

Match and adjective with a noun from the two lists below:

Adjectives

shady

fierce

ancient

slithery

ripe

comfortable

stale

shaggy

delicious

well fitting

beautiful

furry

funniest

glamorous

courageous

Nouns

meal

dress

monument

bread

hero

dog

model

tree

clown

banana

toy

serpent

day

lion

armchair

Dictionary: Alphabetical Order

Write the following groups of words in alphabetical order.

1. horse horror hospital hose

2. line link linen liquid

3. gang game garnish garden

4. eject eight electric elastic

5. collect cold collar coincide

6. otherwise orientation ounce original

7. part park parrot parole

8. rule run rubber rugby

9. swing swim swap swung

10. turf turban turtle tutor

Spelling List

disagreement

disastrous

distance

disturbance

history

ignore
importance
improvement
liberty
liquid
listening
principal
skilful

Spelling Activity: Unscramble the words below

1. veitrepomn
2. lieyd
3. trsasiduos
4. qudiil
5. grmedieeastn
6. storihy
7. picalrapn
8. belitry
9. ilsIkuf
- 10.stidcena
- 11.noiger
- 12.pornceimta
- 13.ningstieil
- 14.sturdinceba

Activity: Other Word Forms

Example: important- importance, importantly

1. liquid
2. disturbance
3. yield
4. disagreement
5. importance
6. improvement
7. disastrous
8. skilful
9. ignore
10. history
11. ignore
12. listening
13. disastrous

Unit 12

Text type: Poetry

Poetry helps the reader to think about familiar things in an imaginative way to express an idea or describe a subject. It captures a thought, idea, object or scene. The expectation is that it will be read, making the language sound patterns and rhythmic qualities an important part of the meaning.

Building Background

How many of you know what a Tsunami is?

Has there ever been a tsunami in Fiji?

Tsunamis are giant walls of water that hit land and cause major destruction.

Tsunamis are caused by earthquakes under the sea.

Discuss the vocabulary before reading the selection.

Key Vocabulary:

stillness, chill, specks, amiss, pierces, tremble, expectantly, abruptly, subsides, eerie, dread, destruction, debris

Reading: The Tsunami

The stillness in the air sends a chill down my spine

I stop. I listen. I look around.

Nothing moves.

No crickets, no flies, no mosquitoes, not even birds.

I look up and there I see

Black specks high in the sky

Hundreds heading inland they go.

What's happening I wonder?

The fear trickles in from below

People around me notice that something is amiss

The silence is broken as a scream pierces the air

Tsunami! I hear someone shout

A slight tremble runs through me
Even the earth shivers expectantly
Thuds in the distance, a scream cut off abruptly you see
The tsunami has arrived so unexpectedly
Crash! Boom! Bang!
It's on us - there is no time for fear
Our lives are at stake, as we fight to survive
Reaching, grabbing, pulling
Hanging on for our lives
A wall of water crashes nearby
It has a life of its own as it reaches, reaches, reaches out for me
Faster our legs carry us
Water swirls around us as dread fills our souls
Slowly the wall subsides, still reaching and grabbing for me
Silence
Once again the eerie world of silence is upon us
Destruction as far as the eyes can see.
The quietness shatters as the wailing begins
What should I do I ask myself as I try to look brave.
Debris, debris everywhere
My poor village is left in a nightmare
Why? Oh why did you have to come, Tsunami?
A welcome visitor you will never be.

Comprehension Skill – Noting Details

1. Read through the poem again and write down all the lines that tell us that the poet experiences fear.
2. For each line you have written, choose one word that is associated with fear. Draw a web (diagram) to display your words.

Comprehension Check

1. Who was the unwelcome visitor?
2. What do you think were the black specks in the sky?
3. What are the different moods expressed in the poem?
4. In stanza 5, how does the wall of water seem like a person?
5. "The quietness shatters", name another object that shatters.
6. What does the poet mean when she says that her poor village is left in a nightmare?

Word Knowledge: More about Natural Disasters

Natural Disasters: Floods, Hurricane, Volcanic Explosion, Thunderstorm, Earthquake, Tsunami

Write the headings above and place words below under the right heading according to which natural disaster it is associated with.

tremble thunder water boom! gale swift swaying lava knots seismic deep shutters waves lightning explosion drowning destruction debris ash swirling strike

Sentences: Questions

From the group of phrases below identify the questions. Write them in your book and place the correct punctuation mark at the end of the question.

Now answer them in a complete sentence.

1. What are you doing
2. He is old
3. When I leave school
4. Why did you eat her lunch
5. Who ate the cookies
6. I saw her
7. After that she left
8. How are you

Punctuation: Unnecessary Words

When writing or speaking we often use unnecessary words. Identify the unnecessary words in the sentences below. Rewrite the sentences correctly in your books.

1. We will return back to our home this evening.
2. That boy there is very smart.
3. Last night a man he spoke to me.
4. He has got a big red car in the garage.
5. Mary she was so scared last night that she crept into her parents' bed.
6. That ball there belongs to Samisoni.

Grammar: Comparative Adjectives

Adjectives describe or tell us more about nouns. When comparing things we just add -er or -est to the adjective.

e.g. Ashika is quick. Anju is quicker. Anshu is the quickest.

The spelling of some adjectives needs to be changed before adding - er or - est

e.g. happy happier happiest

The spelling of some adjectives needs to be changed before adding - er or - est

Some adjectives use more and most instead of -er or -est, e.g. delicious, more delicious and most delicious

Some adjectives use different words, e.g. good, better, best

Complete the sentences.

1. Pug was an ugly dog, Rover was _____ but Popsicle was the _____.
2. The chicken was horrible, the fish _____ but the _____.
3. Tom was _____, Tim was worse, but Tina was the _____.

Dictionary Skill: Context Clues

Write down each sentence in your book then look for the meaning of the underlined words in your dictionaries. Use the context clues to help you decide on the correct definition.

1. Please don't rock the boat.

Rock – to move from side to side.

2. She threw the rock high into the sky.

Rock -

3. Please leave your shoes on the steps before you enter the house.

Steps -

4. Take two steps to the right.

Steps -

5. Two of the underlined words above are nouns while two are verbs. Which are nouns and which are verbs?

Spelling List

constitution

concentration

concern

connection

complain

correct

honourable

novel

official

operate

following

fossil

obtain

occur

original

Activity: Scrambled Words

1. iowgoflln
2. fiifalco
3. orcecnn
4. ioeonccnnt
5. ilfoss
6. ocrtecr
7. oalinrig
8. vnelo
9. abinot
10. etarpoe
11. oinisnctottiu
12. cloaminp
13. orcnontaeicnt
14. courc
15. inhburoaeo

Text type: Poetry

A poetry text helps the reader to think about familiar things in different language, rhythm, rhyme and structure to capture the essence of a feeling, thought,

Nature's Goodnight

Branches swept across the sky
As the wind whistled through the trees
A shudder ran down my spine as I peered back to see
Was there someone following me?
A dark shadow flew overhead
Pssst...psst...Oh No! I wondered
Is he after me?
Rustling leaves twirled down
tickling my cheeks and making me shriek
Ana? Ana is that you?
Yes Papa...thank goodness you've come to save me
Child! Save you from what pray tell
A monster you see
A monster! A monster!
How can that be?
It's just the sound of nature
whispering goodnight to you and me.
By J.D.Toro

There is no one way to write a poem. In fact, there are many ways, and many different forms! Sometimes it is the meter of the poem that gives you the form,

Practise writing grammar poems.

Structure of grammar poem:

1st line A noun

2nd line 2 Adjectives to describe the noun

3rd line 3 Verbs associated with the noun

4th line A thought about the noun

5th line A synonym for the noun or word associated with the
noun

Examples:

Girls

Beautiful, happy

Swaying, dancing, laughing

A joy to behold

Flowers

Tsunami

Huge, Terrifying

Rolling, crashing, destroying

Part of Nature's fury

Death

Unit 13

Text type: Explanation

An explanation describes in scientific terms, how something works or the processes involved in an action, behaviour or event. They are organized by: a definition of statement, and a sequenced explanation. They are written to add to our store of knowledge.

key vocabulary: *evaporates hail water vapour cooled salty cycle precipitation condensation fresh sleet process reused*

An explanation text tells how something works. They are used in all the arts and sciences.

Title: This is a short statement(question) about the topic.

Definition: Of the thing or process.

Description: Of the part or elements in the process.

Process: How the thing or process works.

Application: Of the object, machine or process

Examples of Explanations:

- How the eye works?
- How the heart beats.

Reading: Where does food go after it is swallowed?

All food is chewed and swallowed, after which muscles squeeze it through the oesophagus to the stomach.

Next, the stomach churns the foods around and changes it to a thick, soup-like liquid before it passes through the long, convoluted small intestine.

Digestive juices then break the food particles into smaller pieces. When these pieces are small enough, many filter out into the blood through tiny, finger-like villi(hairs) that line the small intestine's inner wall.

The blood can then take nourishment to all part of the body. Any food the body cannot use – the undigested parts in the colon- form faeces that leave the body through the anus.

So, to answer the question -Where does food go after it is swallowed? - Some food is used by the body's blood for nutrition; the undigested parts go down the toilet.

Explanations always include the use of technical terms. They are also written in present tense. Fill in the gaps below with the correct technical term.

1. After food is chewed and swallowed, muscles squeeze it through the
o _____.
2. D _____ juices break food into smaller pieces.
3. Food is churned and liquidised in the s _____.
4. Tiny finger-like v _____ filter the small food particles into the
_____ o _____.
5. The villi line the walls of the small _____ t _____.
6. The undigested food forms into f _____ that leave the body through the a _____.

Reading: The Water Cycle

There is always the same amount of water on Earth. This water moves in a cycle and is reused over and over again. The sun heats water from the oceans, rivers and other bodies of water. When water is heated, it evaporates and becomes water vapour, a gas which rises into the air. The colder air high above Earth cools the water vapour which turns it back into tiny drops of water. These drops of water are called condensation.

The water returns to earth when these droplets fall back to earth as rain, snow, hail or sleet. This is called precipitation. Most of the rain that falls back to earth falls directly on the oceans because they occupy about three- quarters of Earth's surface. The rest of the rain falls onto land and eventually runs back into the rivers, oceans and lakes . The water cycle begins again.

Comprehension Check

Answer the following questions in complete sentences.

1. Is there always the same amount of water on earth?
2. How does water move?

3. What happens to water when it is heated?
4. Where does most of the water fall?
5. What happens when condensation occurs?
6. How much of the earth's surface is covered by land?

Gender nouns

Masculine Gender: A masculine noun is the name of a male person or animal.

father, brother, boy, uncle, tiger, uncle

Feminine Gender: A feminine noun is the name of a female person or animal.

mother, sister, girl, grandmother, tigress

Common Gender: Words which can be used for either male or female nouns are common gender.

clerk, servant, child

Neuter Gender: Things which do not have life in them are of neuter gender. They are neither masculine nor feminine.

Write the common nouns in one colour and the neuter nouns in another colour for each of these sentences.

1. The woman said to bring the hammer with him.
2. The boy went town with yesterday.
3. The clerk handed me this letter.
4. I do not know the attendant.
5. The large tree fell across the road.
6. The farmer is drinking a cup of hot coffee.
7. The shoe factory is built near the river.
8. The little boy is wearing a sweater.
9. He lent his new boat to a friend.
10. The police officer is inspecting the cars.

Rewrite the following, changing all masculine words to feminine.

1. His son-in-law is a widower.

2. The Head teacher thanked the landlord.
3. My nephew rode the stallion.
4. The tiger belonged to the baron.
5. The musician spoke to the king.
6. The boar and the drake drank from the trough.
7. The proprietor is a wealthy heir.
8. My uncle is a widower.
9. The ram and the dog are staring at each other.
10. The men are not playing with their nephews.

Grammar: Verbs

Verbs are the most important words in sentences. They tell us about the action in a sentence. A verb is a doing, being or having word.

She walked home. (doing)

He was unhappy. (being)

Bale has a horse. (having)

Simple verbs can consist of one word. Example: The dog barks.

Circle the verb in each sentence.

1. Every morning Jenny wakes up late.
2. Grandmother washes the car every Saturday.
3. Rochelle waters her flowers every afternoon.
4. Ron rides his bicycle to school.
5. Dad reads his newspaper while drinking tea.
6. Little Kaimana cries when he is hungry.
7. Peter mows the lawn once a month.
8. Ashok fixes the cars in his garage.

Fill in these blank spaces with simple verbs.

1. She _____ milk.
2. The girl _____ quickly to the bus stop.

3. The dog _____ across the street.
4. The wood cutter _____ the mango tree.
5. Osea _____ his mother, then set off for the school.
6. Fishermen _____ early in the morning.
7. The teacher _____ to the boy softly.
8. All the clerks _____ today.
9. Peter _____ the fastest.
10. Manasa _____ rugby.

Dictionary: Alphabetical Order

Arrange the words below in alphabetical order.

manure manacle mantis mandate mannequin manager manner manslaughter
mangrove manifesto manger manful mangle manual

Spelling List

beliefs

emergency

departure

replacement

ceiling

remind

decision

descendant

relief

scissors

remarkable

creative

remote

department

serious

Activity: Generally Speaking

Write each spelling word for the group it best fits

1. crisis, disaster
2. heir, successor
3. extraordinary, incredible
4. values, attitude
5. substitute, alternate
6. exit, leaving
7. severe, stern
8. repeat, jog your memory
9. judgment, resolution
10. aid, assistance
11. clippers, shears
12. imaginative, inventive
13. isolated, secluded
14. maximum, upper limit
15. section, responsibility

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. d__p__rt__r__
2. b__l____fs
3. r__m__rk__bl____
4. __m__rg__ncy
5. r__pl____c__m__nt
6. c____l__ng
7. r__m__nd
8. s__r____us
9. d__p__rtm__nt

10. d__c__s__on

11. d__sc__nd__nt

12. sc__ss__rs

13. r__l__ __f

14. cr__ __t__ v__

15. r__m__t__

Activity: Scrambled Words

Please unscramble the words below.

1. eneemrycg

2. eelsfbi

3. mdneri

4. aetepurdr

5. nleercpeatm

6. nciigel

7. nerpemdtat

8. ssoscsir

9. diceniso

10. tascndeed

11. lfreei

12. seruois

13. ebrklermaa

14. rteiavce

15. eermtto

Text type: Explanation - What causes earthquakes?

Explanations are written in the present tense. Words showing timeless tense are 'travel' and 'cause'. Write all the verbs in the following explanation.

An earthquake is the movement of the Earth's crust which makes the ground shake or quake. Earthquakes usually occur when the plates of the Earth's crust grind against each other. This causes tension in the rocks, and when the tension becomes too great the plates shift and split. These movements cause shock waves, which start deep underground.

The point on the surface immediately above the earthquake is called its 'epicentre', and is the scene of the greatest destruction. The shock waves travel out from the epicentre in the same way that ripples spread when you drop a stone into a pool.

Earthquakes can be so violent that buildings topple, people are killed and huge craters open in the ground. They often trigger waves and landslides.

Write an explanation...

Why do volcanoes erupt?

Unit 14

Text type: A transaction

A transactional text is used to sustain relationships and involves simple interactions and negotiations.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

Water is Life. We need water to survive. The earth is made up of 2/3 of water while the other 1/3 is land.

Can you name the sources of drinking water we have here in Fiji?

We are fortunate that we have a good supply of water here in Fiji. In some parts of the world they barely have enough clean, safe water to drink, let alone to cook.

How can we make water safe to drink?

How can we save water?

Scan the reading, discuss the key vocabulary and using context clues, figure out the meaning of the words. Complete a 4 corners exercise.

Key Vocabulary:

tank rainwater installs runoff fantastic flushing lawns waterways educationally sound

Reading: A letter to Mrs. Waters

Lot 3 Griswold Place

Nabua

8th August, 2013.

Mrs Agatha Waters

President of the Parent Group

St. Agnes Primary School

Mead Road

Nabua.

Dear Mrs. Waters,

My brother Viliame and I have an idea we think would help our school save water. At home, we have just had a rainwater tank installed. It is fantastic. The tank has saved us heaps of water and money because we don't have to use as much tap water. We believe our school can save lots of water and money if it installs rainwater tanks also.

These tanks save money because they collect rainwater runoff from the roof.

Because we have lots of buildings at school the tanks will fill very quickly, even if it rains for a short time. This water can be used instead of tap water, which the school pays for from school funds. The tank water is ideal for flushing the toilets and watering the lawn and gardens.

Another reason that the tanks are worthwhile is that they are environmentally friendly. Rainwater held in tanks reduces runoff. This water is wasted when it runs straight to drains and then into our waterways.

The extra water from the tanks will allow us to water the gardens more often. This will make our school look greener. Everyone should be trying to make the grounds look better.

Finally, we believe a water tank programme is educationally sound. When students are involved with projects like this they learn more about saving the environment.

I hope that you and the Parent group support our suggestion so we can work together to make our school a better place.

Yours Faithfully,

JVuniwai

Jese Vuniwai (Year 6)

Comprehension Check

1. What is the name of Jese's brother?
2. Where had the children seen the tanks?
3. Who was Jese writing to?
4. How would the tanks help them?
5. What is the tank water ideal for?
6. Give another reason why tanks are worthwhile.
7. Why could the school fill the tank easily?
8. How would the tanks make the school look better?
9. Where do rainwater tanks get their water from?
10. How do you think the water tank programme is educationally sound?

Word Knowledge: Syllables

A syllable is a part of a word which consists of vowel sounds and possibly consonant sound around the vowel. For example: 'along' has two syllables and 'wonderful' has three.

Example: Teacher

A. t-eacher B. tea-cher C. teach-er D. te-acher

1. Important

A imp-ort-ant B im-por-tant C imp-or-tant D impor-tant

2. advantage

A ad-vant-age B a-dvan-tage C ad-van-tage D ad-vanta-ge

3. another

A a-noth-er B a-not-her C an-oth-er D a-no-ther

5. example

A e-xam-ple B ex-am-ple C ex-amp-le D ex-ampl-e

6. however

A ho-wever B how-eve-r C how-e-ver D how-ever

7. already

A al-rea-dy B alread-y C al-read-y D al-re-ady

8. suddenly

A sudd-en-ly B sud-denl-y C su-dden-ly D sud-denly

9. direction

A direc-tion B dir-ec-tion C di-rect-ion D di-rec-tion

10. government

A go-ver-nment B go-vern-ment C gov-ern-ment D go-ver-nment

Grammar: Using Prepositions

Prepositions are small words that connect nouns or pronouns to other words in a sentence.

Prepositions are often at the beginning of phrases.

For Example: Marika took the book from his bag and gave it to Sailasa.

The word 'from' connects the book and his bag; the word 'to' connects it (the book) and Sailasa

Make up your own phrases that begin with prepositions and then write each phrase in a sentence.* A phrase is a group of words without a subject; they do not form a complete sentence.

For Example: besidebeside the pool to eat our lunches.

1. across

2. below

3. over

4. upon
5. between
6. near
7. through
8. above
9. since
10. until

Grammar: Compound Verbs

A compound verb can be two or more words. Compound verbs have a main verb and a helping verb. (The helping verb can also be called the auxiliary verb.)

The ball will bounce - *bounce* is the main verb, *will* is the helping verb.

Write the compound verbs in these sentences.

- 1 Crowds of people were climbing up the hill.
- 2 It went crashing through the wall.
- 3 The ball went rolling down the steep slope.
- 4 The concert was still going on.
- 5 The rabbit had broken out of the garden.
- 6 The boy went screaming by.
- 7 The rain was plunging down upon them.
- 8 The workers were returning to the building site.
- 9 The animals were stampeding in all directions.
- 10 Our rugby team is training every day for the Kaji Finals.
- 11 Jovesa was watering the garden.
- 12 Michael was chasing the dog out of the farm.

Dictionary Skills: Parts of Speech

Almost all “words” can be classified into “parts of speech”. Which part of speech a word belongs, depends on how it is used. There are eight parts of speech. They are

Nouns, Verbs, Adjectives, Adverbs, Prepositions, Interjections, Pronouns, and Conjunctions.

Read:

Manoa seized the ladder, and, before anyone could stop him, propped it against the tree and climbed up towards the cat stranded high above. This only made the cat more frightened, and it proceeded to climb higher.

Classify the following words into the respective “parts of speech”.

1. Manoa
2. seized
3. and
4. anyone
5. against
6. towards
7. high
8. above
9. only
10. higher

Spelling List

immediate

league

legal

theme

myth

physical

piano

resources

prefer

prevent

realise

recently

recycle

referred

visible

Activity: Unscramble the following words

1. siebliv

2. freerp

3. ateedimmi

4. ailseer

5. souerrsec

6. hysialc

7. clycere

8. meeth

9. dererfre

10. agneel

11. aglel

12. ntrecycl

13. ymth

14. iapon

15. peventr

Activity: Other Word Forms

Example: important- importance, importantly

1 immediate

2 league

3 legal

- 4 theme
- 5 myth
- 6 physical
- 7 piano
- 8 resources
- 9 prefer
- 10 prevent
- 11 realise
- 12 recently
- 13 recycle
- 14 referred
- 15 visible

Unit 15

Text type: Exposition (or argument, or persuasive text)

Expository texts are written to argue or persuade. They promote the writer's point of view.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

What does Climate Change mean to you?

What do you think causes climate change?

Who and what is affected by climate change?

Who do you think is responsible for climate change?

Key Vocabulary:

Climate environment bio-diversity coastal marine resources agriculture forests economy

Why should we be concerned?

Our islands may be paradise now, but every year natural disasters caused by climate by climate change increases. If urgent steps are not taken to decrease global warming soon, we may lose our way of life.

Write a piece of persuasive writing giving your view of steps that should be taken by people (including you) to stop the pollution that may affect climate.

Homophones

A Homonym is a word which has the same sound or the same spelling as another but has a different meaning. For example: Live / leave.

Choose the correct homonym in the brackets to complete the sentences below.

1. Semi's boss decided to (raise/rays) his salary this week due to his good performance.
2. The Prime Minister usually stays in the Deluxe (suit/suite) of Canberry Hotel on his visits to Morocco.
3. Mum bought Mabel a new (cell/sell) phone for her birthday.
4. Pauliasi dropped his watch in the (creek/creak).
5. Meagan was very (bold/bowled) to touch the teacher's purse.
6. Theresa was (aloud/allowed) only one suitcase in the boat.
7. There was a big (sail/sale) on in the market on Saturday.
8. The neighbor's dog dug a (hole/whole) in my backyard and hid his bone.
9. They (heard/herd) over the radio that it was going to rain in Nadi.
10. The humpback (whale/wail) was stuck on the reef.
11. Carol handed me the (piece/peace) of paper that she found on the pavement.
12. Fiona will turn (too/two) tomorrow.

Sentences: Adverbial Phrases

Adverbial Phrases tell us how, when, where and why the action in the sentence is performed. For Example: The children clapped with enthusiasm.

The phrase 'with enthusiasm' tells us how the children clapped.

Write the phrases in each sentence and write whether they are telling how, when, where or why.

For Example: They are banned from the playground.

Where? The playground

1. Joeli drew a butterfly on his hand. _____
2. He arrived after the guests had left. _____
3. Mr. Sharma answered with an angry voice. _____
4. Bella wore a sweater for the cold. _____
5. "I'm late, I'd better run to school," said Leone. _____
6. The rain will clear by this evening. _____
7. The games was cancelled because of bad weather. _____
8. The mud was on his green pants. _____
9. He gave a talk on Geography in the morning. _____
10. A boy from our class won a prize. _____

Grammar: Editing Sentences

Change a word in each sentence to make each one correct.

1. The cat was laying by the fire.
2. She did very good in her test.
3. We had an enjoyable time.
4. Each student showed me their books.
5. You should of looked before crossing.
6. Our teacher learnt us to read maps.
7. Judy gave me the smallest of two apples.
8. Jack never does nothing to help.
9. Try not to speak too very loud.
10. Are these kind of coins valuable?
11. You going to punish me?
12. Briela bought a new dresses from the town.

Grammar: Adverbs

Adverbs tell more about or add meaning to verbs. They tell how, when, or where. An adverb can tell more about an adjective by telling *how* much – He was very tired.

Complete each sentence using an adverb from the box. Write each adverb and name its function – How? When? Where?

nearby rather fiercely accidentally upstairs carefully yesterday locally gleefully regularly bitterly fitfully attentively punctually courageously

1. Ian tripped when he ran _____.
2. A horse was grazing _____.
3. We went fishing _____.
4. Cyclists should ride _____ through traffic.
5. It was _____ cold by the lake.
6. The dog growled _____.
7. Sugar cane is grown _____.
8. David _____ knocked over the vase.
9. Rude children speak _____.
10. Soldiers fight _____.
11. We should listen _____.
12. Happy people laugh _____.
13. Some people complain _____.
14. Sensible visitors arrive _____.
15. Most athletes train _____.

Dictionary: 'ent' or 'ant'

Use your dictionary to find out if the following words end in "ent" or "ant"

1. ligam _____
2. managem _____
3. arrog _____

4. compli_____
5. eggpl_____
6. detachm_____
7. pavem_____
8. monum_____
9. vaca_____
10. assist_____
11. attainm_____
12. regim_____
13. celebr_____
14. warr_____
15. sacra_____
16. particip_____
17. relev_____
18. consign_____
19. announcem_____
20. page_____

Spelling List

regardless

relieve

denominator

predict

respectful

review

senior

equator

fierce

grief

heroes

imaginative

theme

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words

1. r__gardl__ss

2. den__min__t__r

3. resp__ctf__l

4. s__n__or

5. f__erc__

6. her__es

8. rel__ev__

9. pr__d__ct

10. r__v__ew

11. eq__at__r

12. gri__f

13. th_m_

Activity: Unscramble the following words

1. navetiigami _____

2. nories _____

3. viewer _____

4. resoen _____

5. mindenoarot _____

6. liveere _____

7. rifge _____

8. uartoqe _____

9. ercief _____

10. fluectpsre _____

11. ctidrep _____

12. navetiigami _____

13. alsssergera _____

Unit 16

Text type: Report

Reports are written to describe or classify the way things are. They organise and record information. They are organised by: classification, description and summary. They are factual and accurate. They use clear, straightforward language.

Building Background

As a class, discuss why a person might want to read a report. Why do you think reports are written – what is its purpose?

Your comprehension exercise is based on a report written about text messaging and emails. How many of you have sent a text message? How many have sent e-mails? What is the main difference between a text message and an email. Notice the word tense used in the passage.

Your teacher will discuss with you the word tense and why it is used. You will also notice that the piece is written in 3rd person. There are no personal pronouns. This is a feature of report writing. Your teacher will explain this

Key Vocabulary: *complained, efficient, method, depending, popular, available, readily,*

eager, abroad communicating, feature, icon, symbol.

Using Context Clues:

After going over the vocabulary with your teacher, read the passage below together and without using the dictionary, try to find out

Reading: A Faster Way of Keeping in Touch

Have you ever sent a text message? What about e-mailing a friend? The way we write has changed completely. No longer do you see a pen and paper letter. People

have complained that they are too slow and so for a faster more efficient method of keeping in touch with friends, people are turning to mobile phones and the internet.

Mobile Phones

In the mid 1990's mobile phones entered Fiji's market. By the 2000 the ordinary Fiji citizen was starting to buy mobile. Now almost every household has a mobile phone. Some homes may even have three or four depending on the number of teenagers and adults in the home. The users of mobile phones soon began making use of the "specials" that the phone company was giving. Text messaging at very cheap rates was one of them. This became very popular and young people just loved it. Now texting is available on every mobile phone.

Computers and e-mails

Along with mobile phones are computers. These are also readily available in Fijian homes across the nation. With computer prices falling, people are now eager to buy computers for work or for school. They are also an excellent way of keeping in touch with others. With internet costs dropping, chatting is both quick and cheap. E-mail also keeps one in touch with friends and family abroad. It is now cheaper to email them to make a telephone call to another country.

Texting

While texting messages are a quick way of communicating, people want to say more in their text messages. Words have become shorter and shorter. Text talk is now used.

Examples of Text Talk

- (i) WEA R U?Where are you?
- (ii) C U B4 10See you before 10
- iii) Gr8 WORK 2DAYGreat work today

Showing your Emotions

Another feature of texting that most people enjoy is adding an "icon or face" to show how you feel. Symbols are used and are usually put at the end of a message. A very common symbol is the happy face :-).

Comprehension Skill: Cause and Effect

Cause is why something happened. *Effect* is what happened.

Remember: Something causes something else to happen.

e.g. Jone tripped over the toy and fell down the stairs.

Effect (what happened) - Jone fell down the stairs.

Cause (why did it happen) – He tripped over a toy

Practice: Together read aloud paragraph 2. What are people doing? Why?

EFFECT: What’s happening?

People are complaining that they need faster communication.

People are turning to mobile phones and the internet.

CAUSE: Why is it happening? Pen and paper letters are too slow.

Word Knowledge: Confusing pairs: Past and passed

Many times past and passed are used incorrectly. Look up your dictionaries to see how they are different and then complete the exercise below.

1. She past/passed me her cell phone and I accidently dropped it.
2. The old man down the road past/passed away last night.
3. We walked past/passed the accident.
4. Shiela past/passed the ball to Shreya and she scored.
5. It was half past/passed 10 before I went to bed.
6. Did you run past/passed the noisy house?

Grammar: Prepositions

Choose prepositions the list to write adverbial phrases that will complete the sentence.

between by during until through with near since then after into before

1. The van was parked _____
2. The dogs barked _____
3. We have not been to the movies _____
4. He walked _____

Grammar: Verb Tense

Verb tense is a form of the verb that signals, to us, when the action happened. They tell us whether the action, in a sentence, is in the past, present or future. We call this form of verb - the tense.

For example:

Verb talk

Past tense: I talked

Present tense: I talk

Future tense: I will talk

1. Identify whether these sentences are in the present (pr), the past (p) or the future (f) tense

- a. The flying fish are jumping. _____
- b. That dreadful day will come. _____
- c. Yesterday I jumped into pool. _____
- d. Now is the time to prepare. _____
- e. The lizard crept slowly towards the insect. _____
- f. On my 21st birthday I will be receiving a car. _____

2. Write the following verbs as present, past and future tense:

write wear drink

3. Change the following sentences to the past tense.

For example: On the camp we will swim for one hour every morning.

On the camp we swam for one hour every morning.

- a. I am flying to Brisbane tomorrow. _____
 - b. The farmer's paddock is full of juicy sweet corn. _____
 - c. Gerri is drinking her milk. _____
 - d. The children will sing and dance at next week's performance.
-

Word Meanings

Verbs we use. Match the verbs in the list with the clues below.

communicate delete chat advise appoint engage entertain describe exclaim

1. to choose someone.
2. to strike out or remove
3. to speak or cry out suddenly
4. to offer a suggestion
5. to transmit
6. to converse in a familiar way
7. to amuse
8. give an account of
9. to get and keep the attention of

Spelling List

regardless

relieve

denominator

predict

respectful

review

senior

equator

fierce

grief

heroes

imaginative

theme

Activity : Synonyms

Match the spelling

1. oldest _____

2. release _____

3. melody _____
4. expect _____
5. irrespective _____
6. humble _____
7. evaluation _____
8. violent _____
9. misery _____
10. champions _____
11. inspired _____

Activity: Dictionary Work

Get into groups and divide the words amongst yourselves. Look up the meaning of the words. Each of you shares with the group. When all the words are done discuss their meanings and make up sentences using the words. Each group will take turns sharing their sentences with the class.

Activity: Alphabetical Order

Place all the spelling words in alphabetical order.

Text type: A report

A report is written to describe or classify the way things are. It organises and records information.

Title: This is a short statement (question) about the topic.

Classification: What is it?

Description: It's features.

Place/Time: Where? What?(Optional)

Dynamics: What does it do?

Conclusion: Summarising Comment

Examples of Reports

- Soccer report
- News Report
- Information report such as a project

Reading: The Role of a Doctor

A person who treats sick people is a doctor. He has to first find out what is wrong with the patient and then decide on a remedy which should help them get well.

He may prescribe pills or may give the patient an injection. If he feels the sickness is something he isn't trained to treat, he will refer the patient to a specialist.

The doctor may suggest that the patient see an orthopaedic surgeon, a paediatrician, a homeopath, a gynaecologist or dietician depending on the type of sickness.

There are many other kinds of specialists. While doctors are well-paid for their work but their job is also tiring and challenging.

It takes years to become a doctor. You will have to study conscientiously at school to achieve good marks. Your results will enable you to get into medical school. Once your academic studies are over, you will have to do an internship at a hospital. Jobs related to medicine that do not require so many years of study are: dentists, pharmacists, health inspectors, medical technologists and physiotherapists. I think I want to be a nurse, only 3 years of study.

Activity: research and present your information

Choose one of the medical professions mentioned in the last paragraph and conduct a research. Take turns presenting your findings to the class. Find out other jobs that are related to medicine and list them down in your books.

Word Knowledge: Prefix

A prefix is added to the beginning of a word. It changes its meaning. Add a prefix to each of the following words to make new words.

un dis re mis de im in il no n anti pre

1. clockwise
2. behave
3. sense
4. possible
5. place
6. fix
7. happy
8. lucky

9. legal
10. code
11. visible
12. connect
13. fiction
14. mind
15. appear
16. view
17. prove
18. able
19. play
20. frost
21. wind
22. obey
23. cover
24. honest
25. healthy
26. sent
27. chief
28. serve
29. historic
30. fair

Opposites

The negative form of a word is its opposite. Complete the sentences using a negative form of the word in brackets.

1. I'm sorry I _____ her message completely. I simply didn't pay attention

I'm sorry I _____ her message completely. I simply didn't pay attention.

(UNDERSTAND)

2. We _____ as soon as we got to the hotel, then we went for a walk. (PACK)
3. She was here a minute ago but then she _____. I don't know where she went. (APPEAR)
4. We usually have similar opinions but I totally _____ with him on this subject. (AGREE)
5. My homework was so bad that I had to _____ it. (WRITE)
6. Her alarm clock didn't go off and she _____. (SLEEP)
7. It's _____ to bring those things with you on a plane. (LEGAL)
8. She finally managed to _____ the door and we were able to go in. (LOCK)
9. I _____ the movie but everyone else enjoyed it. (LIKE)
10. I don't think I will pass the exam but I can _____ it in September. (TAKE)
11. He wrapped my present so well that it took me five minutes to _____ it. (WRAP)
12. I was so tired that I fell asleep without getting _____. (DRESS)
13. My spell checker corrects a mistake whenever I _____ a word. (SPELL)
14. That bill can't be right. I think he _____ me. (CHARGE)
15. This handwriting is impossible to read. It's _____. (LEGIBLE)
16. I thought it was very _____ of him to treat her in such a brutal way. (POLITE)
17. He has been _____ for over two years now and there is no sign of him getting any work. (EMPLOY)
18. She can never wait for five minutes. She's so _____. (PATIENT)
19. The store closed down but it will _____ next month. (OPEN)
20. You can get a bad stomach from _____. (EAT)

Sentences: Concord-Subject / Verb Agreement

A verb must agree with its subject in number and person. Example:

The boys are walking in the field. (Boys-plural subject; are walking - plural verb).

The dog and the cat sleep together. (Two singular subjects take a plural verb).

The herd was sold to another farmer. (Collective nouns usually take single verbs.)

The entire herd is under six years old. (The collective noun refers to each individual so the verb is singular).

The following expressions are followed by a singular verb:

each, one of, anyone, anybody, anything, every one, everyone, none of, neither of, one of, not one, everybody, either, nobody

Choose the correct form of the verb from the bracket.

1. The cat and the dog (sleeps, sleep) _____ in the same basket.
2. The pony as well as the mare (are, is) _____ eating oats.
3. The squad of recruits (was, were) _____ dismissed at three O'clock.
4. Neither of the girls (was, were) _____ able to jump over the fence.
5. A bunch of bananas (hangs, hang) _____ down ready to be picked.
6. Measles (are, is) _____ a disease that can have serious consequences.
7. Every one of the boys (were, was) _____ given a book to read.
8. A number of birds (are, is) _____ sitting in that tree.
9. The women (is, are) _____ going to serve tea.
10. Neither of the dogs (likes, like) _____ eating vegetables.
11. The women (is, are) _____ going to serve tea.
12. None of the boys (was, were) _____ wearing warm clothes.
13. Each of the planes (have, has) _____ triangular - shaped wings
14. None of the glasses (have, has) _____ been washed
15. None of us (agrees, agree) _____ with the decision of the referee.

Confusing Pairs: their/ there/they're

- There- means at that place or over there.
- There- may also be used to start a sentence.
- Their- always tells you who owns something.
- They're- a short way of saying they are.

Put there or *their* in each space:

1. The children stayed _____ last Summer.
2. _____ are twelve months in the year.
3. _____ was a large crowd at the match.
4. The boys have finished _____ lessons.
5. The small children lost _____ pencils.
6. Peter looked _____ for his book.
7. _____ at the door stood the teacher.
8. _____ once was a lady who swallowed a fly.
9. They waited _____ for _____ father.
10. The children looked after _____ equipment.

Use the correct spelling of there or their:

1. Is that _____ car over _____?
2. _____ are several apple trees in _____ garden.
3. As we arrived _____ we saw _____ caravan.
4. _____ are two girls and a boy in _____ family.
5. Two of _____ friends went _____ for a weekend.
6. That is _____ bowl of flowers over _____ on the table.

Fill in the missing blanks in the story with the correct word, (their or there).

Raju, Veena and _____ grandfather decided to go for a walk. They left _____ grandfather's home and walked slowly. "Look over _____!" shouted Raju. "_____ is Mrs. Vuli with Jone and _____ dog." "_____ walking towards the bus stop," exclaimed Veena. "_____ is the bus coming along the road," pointed Grandfather.

“Are they allowed to take _____ dog on the bus?” asked Raju.

“I think dogs are allowed on buses as long as _____ well behaved!” replied Grandfather.

They continued to walk towards the park wondering what they would see on their stroll. They entered the park and saw many flowerbeds.

“Look over _____, _____ beautiful!” exclaimed Veena as she pointed to the brightly coloured flowers.

“_____ not as good as last year!” replied Grandfather. “Do you remember _____ were lots of tall sunflowers in the center of each bed?”

“Oh, yes!” answered Raju. “They lasted for a long time and they were very tall.”

Grandfather was getting tired so they decided to sit down on a park bench.

“Look, _____ playing baseball.” said Raju.

“_____ bat looks brand new!” said Veena. “Our bat is really old now.”

“_____ is a bright red Ferrari, _____ my favourite car.” exclaimed Raju.

Grandfather was now ready to walk back home. He had enjoyed his walk to the park and hoped Grandmother would have a nice cup of tea for them before _____ dinner.

Grammar: Conjunctions

Write each sentence below into your books. Circle the conjunction that connects the two phrases.

Example A: Stephen loves to play basketball, for he is very tall.

1. Tevita has to wake up early, so he can climb the mountain.
2. Sophia ate a lot, yet she is still hungry.
3. The man is fast, but the woman is faster.
4. Derek went to the mall, so he could shop.
5. May loves to cook, but she needs new stove.
6. Sitiveni loves to play baseball, for he is good at it.
7. Sharon loves to go on roller coasters, yet she has a fear of heights.
8. Donald ate all his dinner, so he was able to have dessert.

9. Dogs must push lids off of garbage cans, or else they will go hungry.
10. Rajen loves to play football, but he does not like to be the running back.

Join the two sentences together using one of the following conjunctions.

for, and, nor, but, or, yet, so

Example A: John loves football. John loves basketball.

Answer: John loves football and basketball.

1. Stephen plays soccer. Stephen plays basketball.
2. Donald loves to travel. Donald often forgets his suitcase.
3. Sharon enjoys cooking. Sharon goes grocery shopping often.
4. The dog loves to go for walks. The dog does not walk fast.
5. David is good at baseball. David does not like to play baseball.
6. The dog loves to go for walks. The dog does not walk fast.
7. David is good at baseball. David does not like to play baseball.
8. Sam doesn't like football. Sam doesn't like tennis.

Combine the following sentences into one sentence using paired conjunctions (conjunctions that go together). Choose from the following options:

both ... and; not only ... but also; either ... or; neither ... nor

1. We could fly. We could go by train.
2. She will have to study hard. She will have to concentrate to do well on the exam.
3. Jack is not here. Tom is in another city.
4. The speaker will not confirm the story. The speaker will not deny the story.
5. Pneumonia is a dangerous disease. Small pox is a dangerous illness.
6. Fred loves traveling. Jane wants to go around the world.
7. It might rain tomorrow. It might snow tomorrow.
8. Playing tennis is good for your heart. Jogging is good for your health.

Below you will find clauses that need a conjunction to create a compound sentence.

Choose the conjunction that makes the most sense in the sentence.

1. You can come to the meeting ____ you can hear all the information.

- a. so
- b. because
- c. while
- d. until
- e. Nevertheless

2. I'm not leaving _____ I get an apology from you.

- a. so
- b. because
- c. while
- d. until
- e. Nevertheless

3. I came here _____ you could give me an explanation.

- a. so
- b. because
- c. while
- d. until
- e. nevertheless

4. Bob is very tall _____ Bill is very short.

- a. so
- b. because
- c. while
- d. until
- e. Nevertheless

5. You look frightened _____ there is nothing to be scared of.

- a. so
- b. because

c. while

d. until

e. but

6. I refuse to pay anything _____ you do the work properly.

a. so

b. because

c. while

d. until

e. but

7. I'm going shopping for food this evening _____ I am having guests for dinner.

a. but

b. while

c. until

d. because

e. so

8. You seem happy _____ you are smiling all the time.

a. but

b. while

c. so

d. because

e. nevertheless

9. I don't mind if you go out for lunch _____ we will take a break at noon.

a. So

b. because

c. while

d. until

e. therefore

10. I don't think she's perfect for the job; _____ she's certainly better qualified than Steve.

- a. until
- b. nevertheless
- c. while

Spelling list

sought envelope sword establish shorten bough example excellent cleanse depth
demonstrate outline squawk mourn vault

Activity: Scramble words

Unscramble the words below.

1. velnepoe _____
2. hebalsist _____
3. eexpalm _____
4. xlelcnete _____
5. elsacne _____
6. etemtrandos _____
7. phetd _____
8. mnoru _____
9. dorsw _____
10. h enstro _____
11. sugtoh _____
12. uqwaks _____
13. atvul _____
14. uhgob _____
15. ulieotn _____

Activity: Vowel Hunt.

Fill in the missing vowels and write the spelling words.

1. s h _ r t _ n

2. d _ m _ n s t r _ t _

3. s _ _ g h t

4. s q _ _ w k

5. v _ _ l t

6. _ s t _ b l _ s h

7. d _ p t h

8. _ x _ m p l _

9. _ n v _ l _ p _

10. _ x c _ l l _ n t

11. m _ _ r n

12. b _ _ g h

13. s w _ r d

14. _ _ t l _ n _

15. c l _ _ n s _

Activity: Other Word Forms

example: important- importance, importantly

1. Envelope _____

2. Depth _____

3. Bough _____

4. vault _____

5. Example _____

6. Establish _____

7. sought _____

8. squawk _____

9. Excellent _____

10. Outline _____

11. mourn _____

12. Demonstrate _____

13. shorten _____

14. sword _____

15. cleanse _____

Unit 17

Text type: Explanation - How does a Hot Air Balloon Work?

A hot air balloon consists of a basket, four big gas tanks, a burner and the balloon or 'envelope'. First, the pilot puts four nylon poles into sockets on top of the basket. Then she puts the burner on top of the poles. Next, she connects the cables to the burner frame. The cables also go under the basket in order to hold everything together.

After this, she connects the hoses from the full gas tanks to the burner so that she can test it. Next, two people hold the mouth of the balloon open while it is filled with cold air from the fan until it is quite fat and tight.

Now for the difficult bit. The pilot lies on the ground, half in the basket. She turns on the gas burner and points the flame into the 'mouth' of the balloon. This is so that the balloon slowly stands up.

When the pilot is ready to go, she heats up the air in the balloon a bit more. This results in the air in the balloon to be hot enough to get the balloon to rise off the ground.

Explanations are designed to help us learn about a topic. In your own words, write three facts you learnt about hot air balloons from the explanation above.

Text type: Explanation - What is a Tsunami?

(These facts are not in order)

- Tsunamis are the biggest waves of all. They are not caused by storms or tides. tsunamis occur when there is an earthquake or a volcanic eruption under the sea.
- The damage caused by a tsunami can be devastating. Trees, boats, houses and people can be washed away. In 2004 massive devastation was caused in Asia, the Indian subcontinent and surrounding islands when a tsunami was triggered by an earthquake off the Indonesian coast. Over 250000 people lost their lives.
- When eruptions or earthquakes occur under the sea, they cause huge masses of water to move through the ocean at speeds of up to 800 kilometres per hour.
- Out in the ocean, a tsunami might not look high. But as it reaches shallow water its height can increase to 40-50 metres.
- Today earthquakes and eruptions are closely monitored so that people can be warned if a tsunami is expected.

Write an explanation...

Use the facts in the box below to write your own explanation of tsunamis.

Unit 18

Text type: Procedure

Reading: Solve it with fingerprints

Key Vocabulary: *magnifying glass grease sprinkle contrast impression prints door handle sticky tape newspaper compare*

Have you ever wondered if your brother or sister is sneaking into your room while you're out? They might just be coming in to borrow clothes or to listen to your favourite CD. Perhaps they are going in to your room to play a trick on you. Whatever the reason, I am sure you would like to catch them. This is how you do it: get their fingerprints.

What you will need

cleaning cloth

small soft brush

clear sticky tape

ink pad

magnifying glass

baby powder

newspaper

dark cardboard

white paper

What you will need to do

1. Store the powder, brush, sticky tape and cardboard safely in another room.
2. Clean your door handle with cleaning cloth before you leave your room. Make sure you remove any grease or marks.
3. Close the door using the cleaning cloth so you don't touch the clean handle. You don't want your prints on the handle.
4. Collect the powder, brush, sticky tape and cardboard and return to your room. Be sure not to touch the door handle.
5. Place newspaper on the floor around the door. Then sprinkle powder over the door handle. Make sure the handle is well covered in powder. Take care not to make a mess on the floor.
6. Dust the powder gently with the soft brush. Work slowly so you don't spoil the prints. Look for the outline in the powder. Choose one or two.
7. Place a small piece of sticky tape over each print you wish to keep. The sticky tape will lift the finger impression, in powder, off the handle.
8. Stick each print onto the dark cardboard. This will show the white print in contrast to the dark cardboard.
9. Ask your brother or sister to press each finger onto the tamp pad. Press their fingers onto a piece of white paper to make an ink print of each finger.
10. Compare the white powder prints with the ink prints. Use the magnifying glass to look closely at the prints. If the fingerprints match, the case is solved!

Comprehension Skills: Sequencing

Sequencing: What do you do first? Arrange in order.

- Put sticky tape over the print
- Store the powder in another room.
- Close the door using a cloth
- Press their fingers on a stamp pad.
- Clean the door handle with a cloth
- Dust the powder in a brush.

Comprehension Check

Answer the following questions in complete sentences.

According to the procedure, why might brothers and sisters go into your room?

1. Which items do you need to store in the other room? Why?
2. Why should you brush the powder gently?
3. Why do you place the sticky tape print on dark cardboard?
4. In which step do you use the newspaper?
5. Why do you think the procedure tells you to store the items in another room?

Word Knowledge: Suffixes

Suffixes are added to ends of words. When a suffix is added, the new word forms a different part of speech from the previous word. Many adjectives are formed with suffixes.

For example:

-able changeable

-ible responsible

-ful careful

-ish foolish

-less hopeless

-al historical

-ant hesitant

-some awesome

-ar rectangular

-ory explanatory

-ary planetary

Add the suffixes 'ible' or 'able' to the following words.

1. move
2. imagine
3. response
4. destruct
5. convert
6. fashion
7. commend
8. dishonour
9. detect
10. laugh
11. deduct
12. corrupt
13. agree
14. digest
15. sense
16. dispense

Better Words than 'said'

Here are some words you can use instead of 'said' in your writing:

*suggested instructed announced shouted quipped asked enquired prophesied cried
moaned pleaded yelled offered sympathised agreed apologized declared promised
argued conceded threatened entreated claimed screamed boasted whispered
pledged warned grumbled*

Choose another word for 'said' in these sentences:

1. "You will work and be rich," said the bank manager.
2. "Please give me another chance," said the boy.
3. "I promise never to smoke again," said Irene.
4. "Hold your bat lower down," said the coach.

5. " You must have suffered a great deal, " said Mary.
6. " I suppose you are better player, " said Tim.
7. "Can I please go to the movies with Jim," said Joeli.
8. "I am the fastest runner in school", said Alipate.
9. "I love it!" said Julie.
10. "But I did my chores. Why can't I get my allowance," said Joel.
11. "I'm sorry, I didn't mean to hurt you," said Farzeen
12. "This is my dress," said Samira.
13. "Why can't I go?" said Harry.
14. " I would love to go to the beach," said Akanisi.
15. "It really hurts!" said Tom.
16. " Have a piece of cake," said Sera.
17. "Yes, you have to take the first turning on the left," said Kim.
18. "Oh no!" said William.
19. "Maybe a ladder would help," said John.
20. "I don't want to go," said Seini.
21. "Please can I have some sweets? I promise I'll be good," said Kevin.
22. "Come here this minute," said Bill's mum.
23. "We must be very quiet," said Alex.
24. "Wait for me!" said Kay.
25. "That swing is very dangerous," said the man.
26. "Well done!" said the teacher.
41. "Hooray!" said the children.
27. " I always have to wash your dishes," said Miriam.

Grammar: Prepositions

A preposition is a word that shows a relationship between a noun (or pronoun) and some other word in the sentence.

Prepositions can show where people or things are located.

e.g. The girl walked **through** the door.

The preposition through describes where the girl walked in relation to the door.

e.g. My book is **under** the papers.

The preposition under describes where the book is in relation to the papers.

Prepositions can also show time relationships.

e.g. I went to the store **before** I made dinner.

Fill in the correct preposition. Choose from the following:

at above about after before behind by down during for from in in front of on out of over under to with

1. There were _____ a thousand people at the concert.
2. You must be _____ 18 in order to see the film.
3. We are travelling _____ the road.
4. He is suffering _____ an unknown illness.
5. I listened to the game _____ the radio.
6. How are you getting _____ at school?
7. Don't be impatient _____ us. We are trying!
8. Could I speak _____ Tom please?
9. We didn't see the whole performance because we left _____ the last act.
10. There were some beautiful pictures _____ the walls.
11. The march started in the park. _____ there we moved to City Hall.
12. Pessimism is bad _____ your health
13. He asked his mother _____ money.
14. I bought many things _____ my stay in New York.
15. My country is famous _____ historical sights.

16. I'm not _____ a hurry. I can wait.
17. Have you ever been _____ the theatre recently?
18. We arrived _____ the airport _____ time for the plane.
19. My grandfather died _____ cancer.
20. The resort lies about 1,500 meters _____ sea level.
21. His hands are _____ his face.
22. There's a chair _____ my desk
23. The thief jumped _____ the window.
24. Both of my neighbours can take care _____ the cat while you are gone.
25. I rarely think _____ the weather.
26. They were always arguing _____ silly things.
27. _____ first I found the work very tiring but _____ a few weeks I got used to it.
28. My house is _____ the end of the road.
29. The article was _____ yesterday's papers.
30. The classroom is _____ the fourth floor.
31. I applied _____ a few jobs last week, but nobody wrote back.
32. He wants two seats _____ the concert on Friday night.
33. You ought to be ashamed _____ yourself _____ coming in with dirty boots.
34. There's no point _____ going _____ car if we can't park near the theatre.
35. He started his training _____ November.
36. Whom did they vote _____ ?
37. The bus stopped _____ the corner of High Street and congress Avenue.
38. I love listening _____ classical music.
39. He is _____ Dallas, Texas but he was born in California.
40. She goes _____ church every Sunday.

41. It's 7 a.m. We need to leave _____ work at once or else we'll miss the bus.
42. I asked the policeman _____ some information.
43. The great player hit the ball _____ the net.
44. Can you find our holiday beach _____ the map?
45. Please turn _____ the volume of the radio. I'm getting deaf.

Spelling List

employer encouragement encyclopaedia entire negative regular rescue sentence
temperance themselves elevator resident

Activity: Scramble words: Unscramble the words below.

1. olpyemre _____
2. meeganuteocrn _____
3. iepacncladeyo _____
4. ertein _____
5. ineaegtv _____
6. aeulrrg _____
7. ecsuer _____
8. netseenc _____
9. ramceeetnp _____
10. eelvstshme _____
11. olevreta _____
12. dsineeRt _____

Activity: Missing Letters. Write the missing vowels in each word.

- a. _ n c _ c l _ p _ _ d _ _
- b. _ m p l _ _ _ r
- c. _ n t _ r _

d. _l_v_t_r

e. r_g_l_r

f. r_s_c__

g. t_h_m_s_l_v_s

h. r_s_d_nt

i. _n_c__r_g_m_nt

j. s_nt_nc_

k. n_g_t_v_

l. t_m_p_r_nc_

Activity: Generally Speaking: Write each spelling word for the group it best fits.

1. owner, employer _____
2. support, back-up _____
3. almanac , manual _____
4. complete, whole _____
5. pessimistic, depressing _____
6. normal, expected _____
7. free, liberate _____
8. judgment, punishment _____
9. restraint, control _____
10. winch, crane _____
11. occupant, inhabitant _____

Activity 6: Sentence Writing: Write a sentence using the word

1. employer _____
2. encouragement _____
3. encyclopaedia _____
4. entire _____
5. negative _____

6. regular _____
7. rescue _____
8. sentence _____
9. temperance _____
10. themselves _____
11. elevator _____
12. resident _____

Activity: Other Word Forms

example: important- importance, importantly

Choose ten of the spelling words and write other word forms of these words.

Unit 19

Text type: Procedure

How to make a compost bin in a soft drink bottle

Things you need

- a 2-litre plastic soft drink or juice bottle, cut around the top (remove label)
- a spoon
- masking tape
- fruit and vegetable peels and pieces
- grass leaves
- one cup torn newspaper
- one cup of soil
- one dessertspoon of fertilizer
- two felt- tipped marking pens (different colours)
- water in a spray can

What to do

1. Add 20-30 millimetres of soil to the base of bottle. Then add 20-30 millimetres of fruit or vegetable scraps. Cover with a 5-millimetre layer of soil.
2. Continue to add layers until the bottle is full.

3. Place top back on bottle and secure with masking tape.
 4. Draw lines on bottle to show levels of organic material and soil. Write date on bottles.
 5. From time to time, spray water into bottle, to ensure compost is always moist. Measure the level of compost at regular intervals.
- Are the different materials breaking down to make compost?

Unit 19

Text type: Report - Netball in Fiji

Key Vocabulary: *involve competing consists umpires interact zones represent various premier minor identified consistently ranked excluding*

Reading: Netball in Fiji

Netball is one of the largest sports in Fiji, played mainly by woman and girls but men and boys also play the game. It is played in villages, schools, districts, and at the national level.

As a ball game it involves two teams of twelve players each, competing to score goals by putting a ball through a net. Each goal is worth one point. Each team has seven players on the court at one time. The players are positioned as goal keeper (GK), goal defence (GD), wing defence (WD), centre (C), wing attack (WA), goal attack (GA), and goal shooter (GS).

A netball court is divided into three, and these are called thirds. There is a centre third and two goal thirds. A game consists of four quarters of fifteen minutes each with a three-minute break at the end of the first quarter and the third quarter. At the end of the second quarter or half time there is a five-minute break. Two umpires control the game from opposite sides of the court.

Many villages hold netball competitions as part of fun days and as a fundraising activity. These competitions could be only for the villagers themselves or they might invite teams from neighbouring villages or even from towns to compete. It is a good way to improve community togetherness, and to interact with new people.

Schools and districts hold competitions too. Primary schools are divided into districts and secondary schools into zones throughout Fiji. All the schools in one district or zone will compete against each other in various grades, and the winner of each grade

will represent the district or zone in a national schools' competition. Primary schools have six grades based on age. These are under 9, under 10, under 11, under 12, under 13, and the under 14 grades. In the secondary schools competition, there are four grades only: the under 15, under 17, under 19 and the open grades. The National Secondary Schools Netball Championship is held in August of every year at the end of term two whereas the national primary schools' netball championship is held in the first week of the term two school holidays.

In districts, various clubs put teams together to compete against other club teams. Usually there will be at least two grades, a premier grade and a minor grade. Some districts might have three grades such as an A grade, B grade and C grade. At the end of their competition, district teams are chosen to represent their district in the national netball championship. This is held in August of every year usually in the first week of the term two school holidays.

At the national championship, players are usually identified to attend trials for the Fiji netball squad. The squad can be between thirty-five to twenty-five players. From this squad the Fiji netball team is selected to represent the country at various competitions. The Fiji team has consistently ranked in the top ten in the world, including fifth in 2010-2011. It has for many years been the highest ranked team in the Oceania region excluding Australia and New Zealand. Netball is a fun and exciting way to make new friends, keep fit and learn to work as a team. It is also a great way to involve not only families but communities as well.

Together as a class prove that each game takes 1 hour and 11 minutes.

Use details from the story to prove the following statements –

- Netball is a popular sport.
- Only the best are chosen to attend trials for the Fiji Netball Squad.

Comprehensive Check

1. Why does one say that netball is one of the largest sports in Fiji?
2. My team is playing in the club championship rounds. They need new uniforms. Only players get to wear the uniform. How many uniforms must we buy?
3. What do the following symbols mean?

GS – _____

GK – _____

WA – _____

WD – _____

GA – _____

GD – _____

C – _____

4. Who do you think 2 umpires are needed to control a game?
5. What is the difference between the premier grade and the minor grade?
6. From which grade would the selectors choose from to join the National Squad?
7. How does netball help a community?

Word Usage: Much and Many

Much is used for things that you cannot count while many are used for things you can count. e.g. Is there much sugar left? Are there many oranges in the bin?

Complete the sentences below by using either much or many in the blank spaces.

1. There weren't _____ people at the show.
2. Do you know if we have _____ flour left in the bin.
3. How _____ love do you have for children?
4. Are there _____ packets of biscuits left?
5. There wasn't _____ dalo in the market
6. How _____ bundles of dalo did you buy?

Dictionary Skills: Alphabetical Order

ponder prejudice preposterous prepared pride positive potent pray pretentious

Place the words above into alphabetical order. For each word place the part of speech symbol by the word. e.g. pray – v (verb)

Choose 3 of the words and write a sentence for each word.

Spelling List

employer

encouragement

encyclopaedia

entire

negative

regular

rescue

sentence

temperance

themselves

elevator

resident

Activity: Dictionary Work

In groups, look for the meaning of the words. Plot it on a chart with pictures or drawings of the word. Arrange your words so that it makes a big poster.

Activity: Sentence Construction

Make up sentences in your groups and write them down.

Text type: Report - Track and Field Events

The word –field- refers to athletic sports actually done on the field. Field events include pole vault, high jump, and long jump. In pole vault the athlete uses a pole for jumping or vaulting. Other sports included in field events are the javelin, discus and shot-put.

Originally track, referred to the path for running, now it refers to sports held on the track itself. A track meet is when runners come together to test how fast they can run. You usually have the 100m, 200m, 400m, 800m 1500m and, of course, the relays.

Another event is the decathlon. The word is derived from the word –deca, ten, and –athlon, contest. The modern decathlon consists of 10 events:100 m sprint, long jump, shot-put, high jump, 400 metres sprint, 110 metres hurdles, discus, pole vault, javelin and the 1,500 metres.

In a broad sense, athletic sport includes cycling, team sports, and -track and field-events. Cycling is an event in the Olympic games and so are sports such as soccer, basketball, volley ball and hockey. In the 2016 games a new sport will be played, 7-a-side rugby. That will be Fiji's chance to win a medal, won't it?

Activities:

1. List down all the words related to sports. Divide them into 4 categories: Field Events, Track Events and Team Sports and Others. Place each word under its correct heading. How many sports specific vocabulary words have you discovered?
2. Draft a report on one of the games played in school.

Sentence: Inverted Sentences

A sentence is made up of a subject and a predicate. The subject usually comes first.

In an inverted sentence the predicate comes before the subject.

e.g. Walking down the road Mary saw the thief clearly.

In this example, you notice that the main verb comes before the subject - Mary.

Invert the following regular sentences.

e.g. The thief is here! – Here is the thief.

1. The book I wanted to read is here.
2. The puppies drank from the big bowl.
3. My letter was included in the parcel.
4. Karan hit his head when he fell down.

Spelling List

fireproof

frighten

crisis

hyphen

minus

private
scientific
silent
violence
strive
pollute
pollution
potatoes
tutor
unite

Activity: Alphabetical Order

Place all the words in alphabetical order.

Activity: Dictionary Work

Use a dictionary to find all the meanings of the word. Write them down in your books.

Activity: Spelling Words - Missing Letters

Fill in the missing letters.

1. m _ n _ s
2. p _ t _ t _ _ s
3. t _ t _ r
4. p r _ v _ t _
5. f r _ g h t _ n
6. v _ _ l _ n c _
7. _ n _ t _
8. s c _ _ n t _ f _ c
9. p _ l l _ t _
10. s t r _ v _
11. s _ l _ n t

12. f _ r _ p r _ _ f

13. c r _ s _ s

14. p _ l l _ t _ _ n

15. h _ p h _ n

Activity: Srambled words

Use your spelling skills to unscramble the words below.

1. ifrFoeorp _____

2. iehFtnrg _____

3. sriCis _____

4. pnHeyh _____

5. nsuiM _____

6. taPrieV _____

7. fetnScicii _____

8. itnSle _____

9. Voceneil _____

10. vritSe _____

11. lPeoltu _____

12. ItunooliP _____

13. Poetsato _____

14. touTr _____

15. enuti _____

Word Knowledge: Antonyms

Antonyms are words that mean the opposite of a given word. e.g. big, small, happy, unhappy

Write down the antonyms of the following words.

1. up _____ 6. quietly _____

2. low _____ 7. always _____

3. tight _____ 8. dry _____

4. pull _____ 9. out _____

5. stand _____ 10. that _____

Some antonyms are formed by using prefixes – in, dis, un, im

e.g. possible – impossible

honest – dishonest

lock - unlock

accurate – inaccurate

Sentences Compound Sentences

These are 2 sentences joined together using a joining word. Our joining words will be “and” “but” and “while”

e.g. I walked quickly. I missed the bus.

I walked quickly, but I still missed the bus.

Join the following sentences to make them compound sentences.

1. I caught a taxi. I was late.

2. Peter ate the pie. Tom ate the pie.

3. Sera washed the dishes. Bob swept the floor

4. We tried our best. We did not succeed.

5. Sheena went to town. She met Rahil.

6. Nisha helped Neha. Peni played with the baby

Punctuation: Contractions

Contractions are shortened forms of words. We usually contract 2 words to make one word only.

e.g. it is - it's

we are - we're

did not - didn't

We usually use contractions when we speak and the full word or words when we write.

Change each sentence into its written form. The first three are done for you.

1. He's gone to town. He has gone to town
2. He's at home. He is at home.
3. He's working in the garden. He is working in the garden.
4. She's hungry. _____
5. The dog isn't hungry. _____
6. It's just eaten all the food. _____
7. It's a greedy dog. _____
8. Mere hasn't gone yet. _____
9. She's waiting for Joana. _____
10. We've done our work. _____
11. We'll have a rest now. _____
12. We haven't got any more _____ work to do

Spelling List

appearance

appointment

arithmetic

capacity

multiple

muscle

salute

pumpkin

spaghetti

surrounding

unbelievable

struggle

support

comfortable

luggage

Activity: Dictionary Work – Group work

Divide the words amongst your group and use a dictionary to search for the meanings of the word. Plot them onto charts and draw a little picture to help explain what the word is. Display your chart in the classroom.

Activity: Proofreading

Find the correctly spelt words.

1. apearance, appearance, appearence
2. pumkin, pumpkin, pumbkin
3. surroundng, surronding, surrounding
4. laggage, luggage, lugagge
5. unbelievable, unbelieveable,

Re-write these sentences without any mistakes:

We had multible chances to plant pumkins but our surrondings were not good. It was a huge stragle. We just didn't have the capcity to plant so much with so little land.

Activity 5: Alphabetical order

Write down all the spelling words in alphabetical order.

Prefixes

Add prefixes to change these words into antonyms:

1. able _____
2. known _____
3. obey _____
4. advantage _____
5. patient _____
6. polite _____
7. direct _____
8. visible _____

Opposites

Match each word in List A with an opposite in List B.

List A

kind

polite

proud

peace

failure

buy

List B

rude

humble

success

cruel

sell

war

Unit 20

Text type: Biographies

A biography provides the life details of a person, usually presented in chronological order. It includes precise details of a person's life events.

Building Background

Have you ever wondered how someone's career began – as a sportsperson, a doctor, a teacher? What made them decide to choose that career? What are your parents' careers? Why did they choose that?

Key Vocabulary: *roped schedule undergoing intensive unity considers advocating elimination aspiring*

Reading: Taraima Rara

Taraima Rara Mitchell is a member of the 2013 Fiji Netball Squad. She was born in 1982 at the Waiyevo hospital in Taveuni and is from Bureiwai, Nakorotula in Ra. She comes from a family of 4 sisters and 7 brothers.

She got roped into playing netball quite by accident. Her mom, a primary school teacher, was also the netball coach in school. She needed one more player during a training session and asked Taraima to step in. Ima has been playing ever since. She moved on to Dudley High School where she continued playing, improving each step of the way.

At 193cm/6 ft3 inches tall, she has the ideal goal shooter (GS). A position she has been playing for the last 10years on the Fiji National team. She also plays goal attack (GA).

As a national netball rep, Taraima has to keep fit. Her day can start as early as 5:00am where she has to be at the gym to exercise with the rest of the team. After an hour or two of gym work, they hit the pool where they “run-in-water” and swim for half an hour to an hour. On days they don’t go to the gym, they may go running for an hour and do pool work for another hour. This is part of their training schedule.

When they are undergoing intensive training, they spend 2 hours in the morning and 2 hours in the evening training. As game time approaches, they concentrate on court attack. This is when they actually practise games or learn new skills on the court. Training as a team is important as it helps the girls get to know each other better and build unity.

Taraima married Jonathan Mitchell in 2009and they currently have 2 sons, Henry (3 years old) and Mosese who is 2. Apart from netball, Ima, as she is sometimes called, enjoys swimming, cooking, reading, photography and of course, coaching netball. Her favourite colour is blue, the colour of our Fiji flag and the Fiji Netball uniform.

She considers her husband Jonathan and her mum as her role models while Shanelle Jane McMahon- the goal attack for the Australian Diamonds- is her favourite Netball player. Aside from her busy schedule, Taraima is also the Netball Ambassador advocating for elimination of violence against women.

To aspiring netball players, her advice is to believe in yourself no matter what. Always be humble in everything you do, work hard in school and most importantly to always honour your parents.

Comprehension Skill: Asking Questions

To better understand the meaning of the text, good readers ask themselves questions.

1. What is the purpose of this text?
2. What is the author trying to tell me with this biography?
3. Do I know something more about this topic?
4. What message do I get from reading this piece?
5. What type of person would I have to be to be able to keep a schedule like this?

Comprehension Check

1. Who is this article about and what is she known for?
2. Where is Taraima from?
3. Explain how she got interested in Netball.
4. How tall is Taraima and why is her height an important factor?
5. What other interests does Taraima have?
6. Should women continue to play a sport after they are married and become mothers? Why or why not?
7. What is her message to aspiring netballers and to the rest of us?
8. List down the different roles Taraima has.

Word Knowledge: More on Roles

As a class, discuss the roles listed below then complete the activity

List of roles:

Sports person, mother, friend, sports ambassador, daughter, sister, wife, coach, cook, team player

For each role listed, write down the characteristics a person should have, to be able to carry out their role more effectively. Work in groups.

Grammar: Apostrophe of Possession

The apostrophe is a very small but important mark. Unfortunately, it has been used incorrectly too many times.

Possession is when you show that something belongs to someone else or something else.

Singular - note the position of the apostrophe.

1. Jonathan's bag is green.
2. Taraima's left hand was sprained.
3. The cat's tail was so fluffy.

Plural - note position of the apostrophe.

1. All the players' bags were ransacked in the changing room.
2. The cats' owners bought them lots of food before the storm.

For plural nouns;

NOTE: For nouns that end in -s, the apostrophes come after the s.

For nouns that don't end in -s the apostrophe comes before the s. e.g.

cats' dinner

dogs' bones

children's games

women's shawls

Place apostrophes in the correct position in the sentences below.

1. The netball coach checked Imas bags.
2. The ladies baskets were full of delicious pies.
3. The cars horns made a huge racket around the neighbourhood.
4. The officers weapons were ready to fire.

Rewrite the phrases using apostrophes.

e.g. the wings of the eagle = the eagle's wings.

a. the bounce of the ball

b. the scream of the spectators

c. the whistle of the coach.

d. the cheers of the crowd.

Spelling List

coupon

routine

rumour

rural

whose

who's

horizon

honourable

storage

freight

noisy

studios

knowledge

quote

cooperation

Dictionary Skills: ei or ie

Use your dictionary to help you spell the following words.

Complete each word by placing either 'ei' or 'ie' in the blank spaces.

1. bel__ve

2. rel__ve.

3. c__ling

4. n__ce

5. w__rd

6. s__ze

Once you have completed the exercise, write down all the words in alphabetical order.

Activity: Sentence Construction

Use the spelling words to make up sentences. Depending how you use the word, identify the part of speech it is (noun/verb).

Activity: Dictation

The teacher will dictate a passage to you using your spelling words.

Unit 21

Text type: Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader.

Narrative texts are organised according to settings or events leading to a problem and a solution.

The main features of narratives are: defined characters, descriptive language and past tense.

Reading: A Dream Fulfilled

10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1 - LIFT OFF! Watching the space shuttle lift off into the air was the beginning of a little girls dream to one day walk among the stars, way, way up in the sky.

The dream of becoming an astronaut for Annabelle Smith all started when she was just a five-year old child. She was watching a space program on the television when all of a sudden she turned to her parents and exclaimed, “Daddy! Mummy! I want to be an astronaut when I grow up...I want to live among the stars.” Her parents smiled at each other and thought deeply about what their daughter had told them. From then on, she did not let anyone, even her family; stop her from following her dreams.

Annabelle Smith knew that she wanted to be an astronaut as she was fascinated by the various stars, planets, constellations, moon landings and real-life space crafts she often watched on television and in internet shops near their home. On some clear nights she liked to lie outside, watch the stars and dream of walking on the moon. To her enjoyment, even her parents joined her in counting and naming the different stars. Annabelle also had a huge but old telescope in her room that she used on nights that were too cold.

When Annabelle Smith went into high school, she loved to work on school science projects and spent a lot of time at the school library reading books about science and space travel. She also spent hours in the science lab and was considered a science geek by other students. By the time she finished high school, she was awarded the most outstanding student in science and maths.

One of her prizes was a brand new i-pad. The world of technology was now at her fingertips. She could research things on the bus, in the park or wherever she was.

Although she had left high school, her teachers continued to encourage her to work hard at pursuing her childhood dream. They always sent her emails every week. She attended the university nearby and in honour of her hard work; the computer company gave her a computer to use. For her it was a blessing as she was able to research and complete all of her assignments. She went on to graduate with a Bachelor of Science degree. She passed with flying colours.

While doing her science degree, she had also taken courses in chemical engineering. This was needed in the space and aeronautic programme. Anne's parents and the townsfolk were always there to support to help her achieve her dream.

Finally, Anne was ready and she applied for a job in the aeronautics and space industry. Out of the thousands of applicants, Annabelle was the one they chose. Her parents could not contain their tears of joy when they heard the wonderful news.

She had to undergo intensive training at the space centre before she went into space. At last, the long wait was over. The space shuttle "Adios Amigo" was ready for lift off. Annabelle sat tightly strapped into her seat, her heart pounding with excitement. The whole shuttle vibrated and suddenly it was lift-off.

Annabelle Smith was shooting high up into the sky, finally fulfilling her childhood dream.

Comprehension Skill: Ask Questions (to better understand the text).

1. What is the author's purpose for writing this piece?
2. What can I learn from Annabelle Smith?
3. How do I feel about this young woman's experience?
4. What can I do to help support others fulfil their dreams?
5. What do I want to be when I grow up and how can I achieve it?

Comprehension Check

1. What got Annabelle interested in being an astronaut?

2. What was something she liked doing at night?
3. As a child, how did her parents encourage her dream?
4. "The world of technology was at her finger tips" ...what does this expression mean?
5. Why do you think Annabelle's parents constantly emailed her?
6. "...could not contain their tears of joy" ...Explain what you understand by this phrase.

Word knowledge:

planets star space shuttle observatory orbit solar system navigator astronomy meteor comet

Match the words above with its meaning below.

1. To circle or go around something. _____
2. A building or station where one can go to view the stars. _____
3. A burning ball of gas. _____
4. A celestial or heavenly body orbiting or going around the sun. _____
5. A space craft. _____
6. The study of the universe, especially planets and stars. _____
7. An astronomical object that leaves a long trail as it passes by close to the sun.
8. A mass of rock that burns up after entering the earth's atmosphere. _____
9. A person who directs the course or route we should take. _____
10. Contains the sun, moon, planets, stars and other astronomical bodies. _____

Proofreading

Proofread – to read in order to detect and mark errors to be corrected.

Proofread the article below and correct all spelling, grammar, and punctuation errors. Rewrite it into your exercise books.

Mrs. Jones helped John and Peter to make a kite it was hard work but they managed to finish it in time for the parade. At the parade There kite one first price. They won

\$200 dollars. Mrs. Jones were very proud of them. Mum dad and me was also proud of them

Spelling List

wrinkle

vision

poem

poet

roam

solar

strain

jealous

choir

scarcely

trophies

grateful

Activity: Alphabetical order

Place all the words in alphabetical order then look up all the meanings of the words in the dictionary.

Activity: Sentence Construction

Use the words in sentences.

Activity: Dictation

Your teacher will dictate a paragraph using the words on the spelling list.

Unit 22

Text type: Transaction

LETTER OF INVITATION FOR MY CHILD'S BIRTHDAY PARTY

Dear Janet,

How are you and your little ones? It's been quite some time, but nevertheless, a perfect occasion is approaching for us to catch up and celebrate.

Our daughter Maria is turning 11 on 28th Aug, 2013 and we are organizing a birthday party at our place and inviting some friends and family. We would like to have you and your children at the party. Here are the details of the party!

- Venue – Our home – 23 Namena Road, Nabua.
- Time: 3.00p.m – 7.30 p.m.
- Date: Sat Aug 28, 2013

Please note that there will be various party games and food for the kids and adults! We are really grateful for the blessing that Maria has been to us and we would like to share the joy with you all.

Do convey to us your plans so that we can pick you guys from the bus station. Pass our regards to Arthur and lots of love to your little angels.

Looking forward to seeing you,

Doreen Brechterfield

Comprehension Skill: Noting Details

Details are important to a story. It helps readers understand characters and events. It also helps the reader evaluate the character and also visualize what is happening.

Evaluate – to judge or examine

Visualize – to picture in your mind

1. Together, read the letter.
2. As a class, list the details that give information of the birthday party

Comprehension Check

Answer the following questions with complete sentences.

1. Who is being invited to the party?
2. Whose birthday is it and how old will she be?
3. Where will the party be held?
4. When is the party?
5. What time will the party start?
6. What types of games and food do you think will be available at the party?
7. Who do you think is Doreen Brechterfield?
8. Do you think this will be a big party or small party? Explain your answer.

Proverbs

What is a Proverb?

A Proverb is a short well-known saying that expresses an obvious truth and often offers advice.

Match the proverb in List A with its meaning in List B.

List A

1. You can't judge a book by its cover.
2. Actions speak louder than words.
3. A chain is only as strong as its weakest link.
4. There's no place like home.
5. Practice makes perfect.
6. Two heads are better than one.
7. You can't make an omelet without breaking a few eggs.
8. When in Rome do as the Romans do.
9. Too many cooks spoil the soup.
10. No man is an island.
11. Cleanliness is next to Godliness.

List B

- A. Act the way that the people around you are acting, when you notice that people do things differently than you're used to.
- B. You can't live completely independently. Everyone needs help from other people.
- C. Your own home is the most comfortable place to be.
- D. When you try to do something great, you'll probably make a few people annoyed or angry. Don't worry about those people; just focus on the good results.
- E. Be clean.
- F Just saying that you'll do something doesn't mean much. Actually, doing it is harder and more meaningful.
- G. When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.
- H. You have to practice a skill a lot to become good at it.
- I. Different people have different ideas about what's valuable.
- J. Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.
- K. When two people cooperate with each other, they come up with better ideas

Metaphors

A metaphor is a device used by writers to make a comparison between two things without using like or as. For Example: Semi is the best swimmer. Semi is a fish.

We are comparing Semi to a fish.

Study the metaphors below and identify what is being compared. The first one is done for you.

1. The secretary in the office is an angel. (secretary = angel)
2. I dislike the thief. He is a snake.
3. His eyes were like daggers.
4. A voice of thunder rang loud and clear.
5. The driving test was a breeze.
6. Your tongue is a two-edged sword.
7. My nanna is full of pearls of wisdom.

Spelling List

passenger

appointment

vegetables

noticeable

contagious

honourable

demonstrate

encouragement

descendant

potatoes

performance

trophies

poem

rural

grateful

Activity: Sentence Construction

Use the words to make up sentences. Depending how you use the word, identify the part of speech: (is it a noun/verb).

Activity: Group Work

The teacher will assign a word to groups of 4-6 students. Your group will look up the meaning of the word in the dictionary. Choose one person from the group to write the word and meaning on the board. Another person from the group must use the word orally in a sentence. Copy all the words and meanings into your books.

Activity: Dictation

The teacher will dictate a passage to you using your spelling words.